



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

EducT 99200.905.4

**Harvard College  
Library**



**LIBRARY OF THE  
Graduate School of Education**

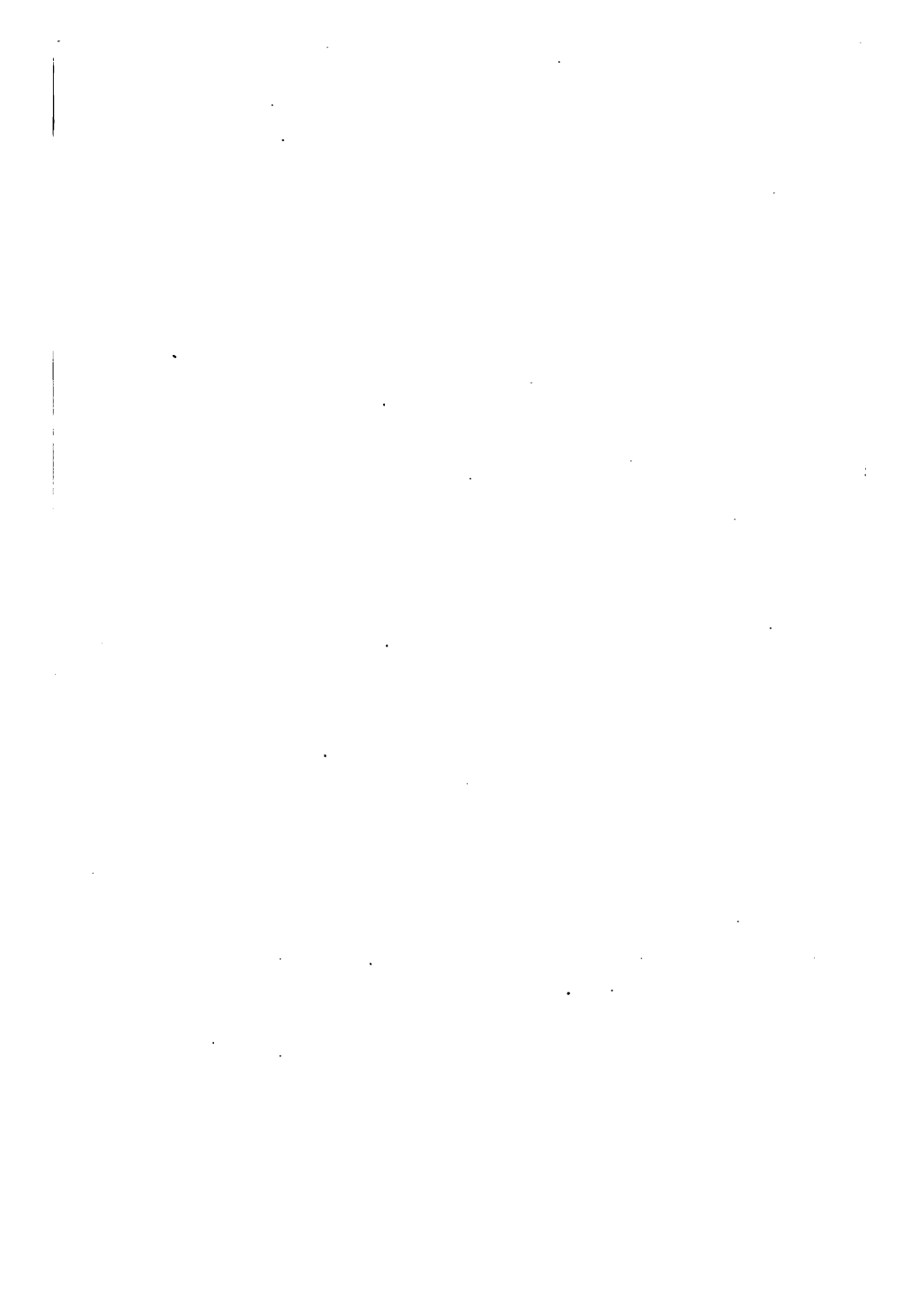
**COLLECTION OF TEXT-BOOKS**

**CONTRIBUTED BY THE PUBLISHERS**

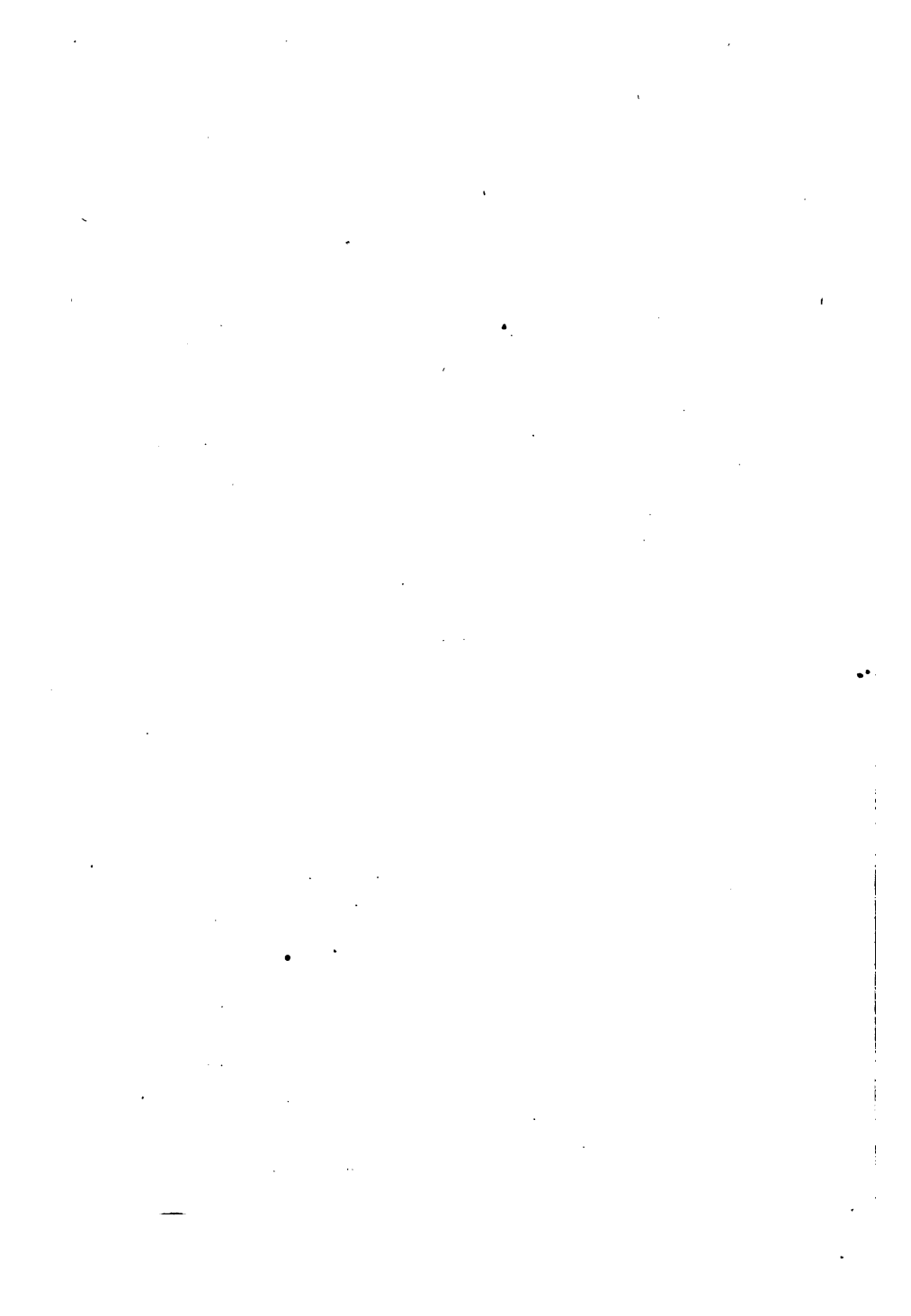
**TRANSFERRED  
TO  
HARVARD COL  
LIBRARY**



3 2044 102 787 900







# LESSONS IN ENGLISH

BY

DAVID GIBBS

FORMERLY DIVISION SUPERINTENDENT OF PUBLIC INSTRUCTION  
PHILIPPINE ISLANDS



NEW YORK ·· CINCINNATI ·· CHICAGO  
AMERICAN BOOK COMPANY

HARVARD UNIVERSITY  
LIBRARY OF THE GRADUATE SCHOOL  
OF EDUCATION

Edna V. Agnew 4

ENTERED  
HARVARD COLLEGE LIBRARY

June 12, 1929

COPYRIGHT, 1905, BY

DAVID GIBBS.

ENTERED AT STATIONERS' HALL, LONDON.

LESSONS IN ENGLISH.

W. P. 3



## PREFACE

**THIS** book has been prepared especially for use in the elementary schools of our insular possessions. It presents the first work in written English as a foreign language in the most elementary, practicable form.

The book is thoroughly adapted in vocabulary, form of expression, and illustration to the peculiar needs of local conditions. It is characterized by unusual simplicity, and carefully graded and selected vocabulary and exercises. Emphasis is placed upon the most important idioms and other features essential for the simplest forms of written expression, and introductory to the more formal study of English grammar and composition.

The exercises are short, varied, and interesting. Besides the study of words and sentences, spelling, conversation, dictation, reproduction, picture study, letter writing, and composition, each receives due attention. The exercises under each of these topics are connective and progressive, and gradually develop self-expression from the simplest form of the sentence to connected compositions about familiar objects.

The method of development is inductive and informal, the pupil being taught correct forms mainly by example and practice.

In the "Directions for Teachers" instructions and suggestions are given for teaching and expanding the various topics and lessons, and for connective reviews.

The book is divided into two parts. Each part provides sufficient work for one year. Part I should be used after the pupil has read a first reader, especially the Insular Primer and Insular First Reader, which prepare the vocabulary and give full exercise in reading and oral expression in the forms that the pupil here uses in writing. Part I should be accompanied by the Insular Second Reader, which it supplements. Part II is supplemented by the Insular Third Reader.

# CONTENTS

## PART I

	PAGE		PAGE
I. Capital Letters and Small Letters . . .	7	XXXVI. Dictation — Leon's Horse . . .	41
II. Names . . .	8	XXXVII. Review . . .	42
III. Statements. (Picture study) . . .	9	XXXVIII. Names of Persons . . .	43
IV. Statements . . .	10	XXXIX. Words Used for Asking Questions . . .	44
V. Statements . . .	11	XL. Where Things Are . . .	45
VI. Names of Things . . .	12	XLI. Picture Study — Children with Toys . . .	47
VII. <i>Have</i> and <i>Has</i> . . .	13	XLII. Picture Study — Feeding the Chickens . . .	49
VIII. <i>Here is</i> and <i>Here are</i> . . .	14	XLIII. What Things Are . . .	49
IX. <i>Have</i> and <i>Has</i> . . .	15	XLIV. Dictation — Seeds . . .	50
X. Questions . . .	16	XLV. Poem — The Seed . . .	51
XI. Conversation . . .	17	XLVI. Months of the Year . . .	52
XII. <i>Am</i> and <i>Is</i> . . .	18	XLVII. Conversation — Going to Town . . .	52
XIII. Dictation — The Plant . . .	19	XLVIII. <i>Has</i> and <i>Have</i> . . .	53
XIV. Statements . . .	20	XLIX. How Things Are . . .	55
XV. Spelling . . .	20	L. What I Do and Did . . .	56
XVI. <i>Have</i> and <i>Has</i> . . .	21	LI. What Persons or Things Do and Did . . .	57
XVII. Picture Study — Boys and Girls in Banca . . .	22	LII. Dictation — My Cat . . .	58
XVIII. Dictation — The Heron . . .	23	LIII. Poem — Little Pussy . . .	59
XIX. Spelling — Things at Home . . .	24	LIV. Names of Places . . .	60
XX. Conversation — At Home . . .	24	LV. Conversation — Time . . .	60
XXI. <i>There is</i> and <i>There are</i> . . .	25	LVI. <i>Was</i> and <i>Were</i> . . .	61
XXII. Reproduction — The Cat and the Frog . . .	26	LVII. Reproduction — A Wise Crow . . .	63
XXIII. Names — One Thing and More than One . . .	28	LVIII. Picture Study — The Seashore . . .	64
XXIV. <i>Is</i> and <i>Are</i> . . .	28	LIX. Numbers . . .	65
XXV. Dictation — The Corn Plant . . .	29	LX. Dates . . .	66
XXVI. What Things Do . . .	30	LXI. Letters . . .	67
XXVII. What Things are Doing . . .	32	LXII. Addresses . . .	68
XXVIII. Picture Study — Boys Going to Market . . .	33	LXIII. Picture Study — The Sailboat . . .	71
XXIX. <i>Yes</i> and <i>No</i> . . .	34	LXIV. Conversation — At Dinner . . .	71
XXX. Days of the Week . . .	35	LXV. Reproduction — The Dog and his Shadow . . .	72
XXXI. Names of Things . . .	36	LXVI. Letter Writing . . .	74
XXXII. Conversation — Going to School . . .	36	LXVII. Review . . .	75
XXXIII. Picture Study — Washing . . .	37		
XXXIV. Reproduction — José's Ride . . .	38		
XXXV. <i>Do</i> and <i>Does</i> . . .	40		

## PART II

	PAGE		PAGE
I. Picture Study —		XXXIII. Proper Nouns . . .	108
Fishing Boat . . .	76	XXXIV. Common Nouns . . .	109
II. Nouns . . .	77	XXXV. Reproduction —	
III. Dictation —		The Mouse and the	
The Butterfly . . .	78	Frog . . .	110
IV. Nouns —		XXXVI. Syllables . . .	112
Singular and Plural	79	XXXVII. Accented Syllables . . .	113
V. <i>Is</i> and <i>Are</i> . . .	80	XXXVIII. The Hyphen . . .	113
VI. Picture Study —		XXXIX. Composition —	
Carabaos . . .	81	A Boat Ride . . .	114
VII. Nouns —		XL. The Possessive Form	
Singular and Plural .	82	of Nouns . . .	115
VIII. Statements —		XLI. The Possessive Form	
What Things Are		of Nouns . . .	116
Made Of . . .	82	XLII. The Possessive Form	
IX. <i>Yes</i> and <i>No</i> . . .	83	of Nouns . . .	118
X. Picture Study —		XLIII. Nouns —	
Potters . . .	85	Review . . .	119
XI. Contractions . . .	86	XLIV. Dictation and Repro-	
XII. Reproduction —		duction —	
The Deer and the		The Foolish Frog .	120
Mouse . . .	88	XLV. Poem —	
XIII. Quotations . . .	89	Little Things . . .	121
XIV. Poem —		XLVI. Names of Parts of	
What does Little		Things . . .	122
Birdie say? . . .	91	XLVII. Sentences . . .	123
XV. <i>Was</i> and <i>Were</i> . . .	92	XLVIII. Spelling —	
XVI. Nouns —		Names of Foods . . .	123
Singular and Plural .	93	XLIX. Composition —	
XVII. What Things Are For	93	The Fisher Girl . . .	124
XVIII. Quotations . . .	94	L. Dictation —	
XIX. Initial Letters . . .	94	The Flying Lemur .	125
XX. Dictation and Repro-		LI. Comma in Address .	126
duction —		LII. Letters . . .	127
The Trees and the		LIII. Comma in Series .	129
Woodchopper .	95	LIV. Combining Sentences .	130
XXI. Abbreviations . . .	97	LV. Spelling —	
XXII. Titles . . .	98	The Workers . . .	131
XXIII. Letters . . .	99	LVI. Reproduction —	
XXIV. Addresses . . .	100	The Monkey and the	
XXV. <i>Have</i> and <i>Has</i> . . .	101	Crow . . .	132
XXVI. Picture Study —		LVII. Names of God . . .	133
Children with Dog .	102	LVIII. Review . . .	134
XXVII. Vowels and Conso-		LIX. Pronouns . . .	136
nants . . .	102	LX. Pronouns . . .	137
XXVIII. <i>A</i> and <i>An</i> . . .	104	LXI. Composition —	
XXIX. Names of Things .	105	In the Market . . .	138
XXX. Dictation —		LXII. Words to Use with <i>You</i>	139
The Mantle . . .	105	LXIII. Poem —	
XXXI. Spelling —		The Rainbow . . .	141
Things in the Country	106	LXIV. Spelling —	
XXXII. Singular and Plural —		Names of Things at	
Review . . .	107	Home . . .	142

	PAGE		PAGE
LXV. Reproduction —		LXXXII. Pronouns —	
The Two Boys . . .	142	Review . . .	162
LXVI. Titles of Books,		LXXXIII. Verbs . . .	164
Poems, and Stories . . .	144	LXXXIV. Present, Past, Future . . .	165
LXVII. <i>This</i> and <i>That</i> , <i>These</i>		LXXXV. <i>Shall</i> , <i>Will</i> . . .	167
and <i>Those</i> . . .	145	LXXXVI. Reproduction —	
LXVIII. Adjectives . . .	146	Indigo . . .	168
LXIX. Adjectives . . .	148	LXXXVII. <i>See</i> , <i>Saw</i> , <i>Seen</i> . . .	170
LXX. Reproduction —		LXXXVIII. Forms of Verbs . . .	171
The Girl and the Jar		LXXXIX. Composition —	
of Milk . . .	149	Rice . . .	172
LXXI. Adjectives —		XC. <i>Go</i> , <i>Went</i> , <i>Gone</i> . . .	174
Words of Opposite		XCI. Some, Words that	
Meaning . . .	150	Sound Alike . . .	175
LXXII. Letter Writing . . .	151	XCII. Composition —	
LXXIII. <i>Their</i> and <i>There</i> . . .	152	The Cocoa Palm . . .	177
LXXIV. <i>To</i> , <i>Too</i> , <i>Two</i> . . .	153	XCIII. Words that Tell How . . .	178
LXXV. Spelling —		XCIV. Words that Tell When . . .	179
Names of Things in		XCV. Composition —	
Town . . .	154	The Sugar Cane . . .	180
LXXVI. Poem —		XCVI. Negatives . . .	182
Boys Wanted . . .	154	XCVII. Reproduction —	
LXXVII. Adjectives . . .	156	The King and the	
LXXVIII. Reproduction —		Cakes . . .	183
The Farmer and his		XCVIII. Letters . . .	184
Sons . . .	157	XCIX. Review . . .	185
LXXIX. <i>Who</i> , <i>Which</i> , <i>That</i> . . .	159		
LXXX. <i>Who</i> , <i>Whose</i> , <i>Whom</i> . . .	160	DIRECTIONS FOR TEACHERS . . .	187
LXXXI. Composition —			
The Blacksmith's			
Shop . . .	161		

# LESSONS IN ENGLISH

## PART I

### LESSON I. CAPITAL LETTERS AND SMALL LETTERS

I. *Copy the capital letters :—*

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

II. *Copy the small letters :—*

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

## LESSON II. NAMES



- I. *Tell the names of the things that you see in this picture.*  
 II. *Copy these names of boys and girls:—*

Juan	Maria	Pablo	Ina
Anna	Louisa	Vincente	Marcos

With what kind of letter does each name begin?

- III. *Copy these names of things:—*

desk	door	chart	chair
pencil	window	crayon	bell
floor	clock	bench	flag

With what kind of letter does each name begin?

- IV. *Write the names of five boys or girls.*

Read Directions for Teachers, III.

## LESSON III. STATEMENTS



1. I see a boy and a horse.
2. The boy is riding on his horse.
3. The horse is running.
4. The boy is going to the city.
5. The boy loves his horse.

Here are five statements about the boy and his horse.

Each statement tells or states something about the boy or the horse.

With what kind of letter does each statement begin?

*Copy the statements about the boy and his horse.*

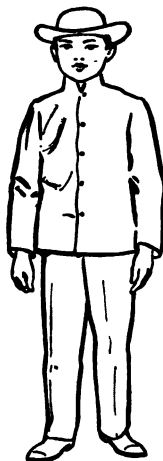
## LESSON IV. STATEMENTS

I. *Copy these statements:—*

1. This is a girl.
2. Her name is Martha.
3. She is my sister.
4. She is ten years old.
5. She lives at my house.
6. She has a fan in her hand.
7. Her dress is white.
8. Her hair is black.
9. Her eyes are brown.
10. Her hands are small.

II. *Write five statements about this boy.*

1. ....
2. ....
3. ....
4. ....
5. ....



Read Directions for Teachers, I, II, III.



## LESSON V. STATEMENTS

*Write statements about these objects : —*



This is a fan.



This . . . . .



This . . . . .



Here is . . . . .



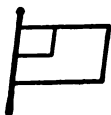
I see . . . . .



I see . . . . .



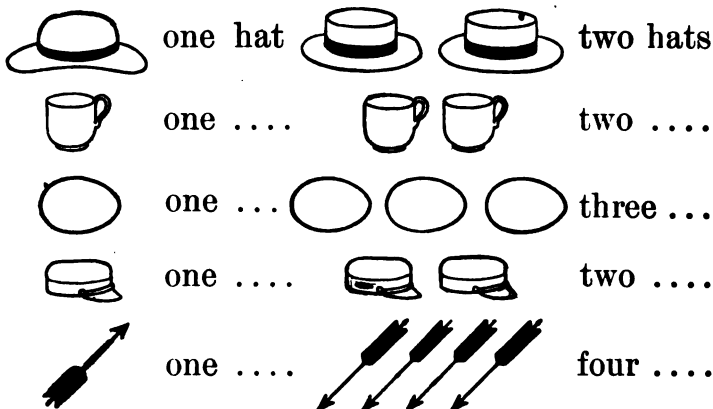
I see . . . . .



Here is . . . . .

# LESSON VI. NAMES OF THINGS—ONE AND MORE THAN ONE

I. *Copy these drawings. Write the names of the objects:—*



II. *Copy these statements, writing the names of objects in place of each blank:—*

1. One pen and one .... are two ....
2. Three men and one .... are four ....
3. Ten shoes and one .... are eleven ....
4. Six parrots less one .... are five ....
5. Three houses and one .... are four ....
6. One dollar and seven .... are eight ....
7. Five feet less one .... are four ....

Read Directions for Teachers, I, III.

LESSON VII. *HAVE AND HAS*

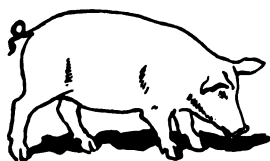
*Copy each of these statements, writing "have" or "has" in place of each blank:—*

1. I am a man.
2. I .... two feet.
3. I .... a hat on my head.
4. I .... a book in my hand.
5. I .... shoes on my feet.
6. I .... two arms and two legs.



7. A bird has two wings.
8. A bird .... two feet.
9. A bird .... one bill.

10. A pig .... four legs.
11. A pig .... one nose and one tail.
12. A pig .... two ears and two eyes.
13. I .... a white pig.
14. My pig .... one black ear.



Read Directions for Teachers, III.

LESSON VIII. *HERE IS AND HERE ARE*

*Write statements about these objects, using "Here is" and "Here are": —*

1. Here is . . . . .



2. Here are . . . . .



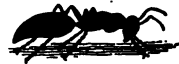
3. Here . . . . . white . . . .



4. Here . . . . . black . . .



5. Here . . . . . big . . . .



6. Here . . . . . little . . .



7. Here . . . . .



8. Here . . . . .



Read Directions for Teachers, XII.

LESSON IX. *HAVE* AND *HAS*

I. *Write statements in answer to these questions:—*

1. How many fingers have you?
2. How many books have you?
3. How many pencils have you?
4. How many fans have you?
5. How many ears has a horse?
6. How many toes has a horse?
7. How many toes has a hen?
8. How many toes have you?
9. How many legs has an ant?
10. How many wings has a bee?

II. *Copy each of these statements, writing the word "have" or "has" in place of each blank:—*

1. I . . . . a book and a slate.
2. Pedro . . . . a pen and a pencil.
3. He . . . . a dog and a horse.
4. Maria . . . . a doll and two fans.
5. She . . . . a large fan and a small fan.
6. The heron . . . . long legs and a long neck.
7. It . . . . a long sharp bill.
8. I . . . . Pedro's new book.
9. He . . . . Maria's long pencil.
10. She . . . . a large white cat.

Read Directions for Teachers, XII.

## LESSON X. QUESTIONS

I. *Copy these questions :—*

1. Are you a big boy ?
2. How old are you ?
3. What is your name ?
4. Where do you live ?
5. Have you any sisters ?
6. Do you go to school ?

With what kind of letter does each question begin ?  
The mark (?) at the end of each question is called  
**a question mark.**



II. *Write two questions about spiders.*



III. *Write two questions about ants.*



IV. *Write two questions about bees.*

## LESSON XI. CONVERSATION

*Answer these questions in statements:—*

1. How old are you?
2. What is your father's name?
3. What is your mother's name?
4. Is your father well?
5. Is your mother well?
6. Is your mother at home this morning?
7. Have you any brothers?
8. What are their names?
9. How old are they? Which one is the oldest?
10. Have you any sisters?
11. How old are they?
12. Do they go to school?
13. Are your sisters and brothers well?
14. What is the color of your hair?
15. What is the color of your eyes?
16. Is your hair long or short?
17. Are your hands clean or dirty?
18. Who washed and ironed your coat or dress?
19. Who is your teacher?
20. Can you speak English?
21. Can you read and write English?
22. Do you know what I say?
23. Did you hear what he said?

Read Directions for Teachers, II. Have the pupils read "A Question Lesson," Insular Second Reader, p. 27.

LESSON XII. *AM* AND *IS*

I. *Copy each of these statements, writing the word "is" or "am" in place of each blank :—*



1. I am a girl.
2. I .... going to my brother.
3. He .... only two years old.
4. He .... learning how to run.
5. He .... older than my sister.
6. She .... a dear little baby.
7. She .... learning to talk.
8. My mother .... cooking some rice.
9. It .... in a jar.

II. *Write eight statements, using "am" and "is" with these words :—*

- |            |                 |                 |
|------------|-----------------|-----------------|
| 1. I ....  | 3. My aunt .... | 5. The bat .... |
| 2. He .... | 4. She ....     | 6. It ....      |

Read Directions for Teachers, III, XII.

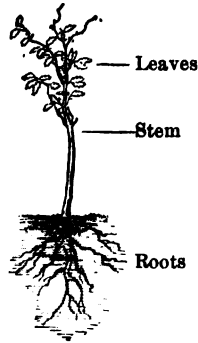


## LESSON XIII. DICTATION

I. *Copy these statements with care :—*

## THE PLANT

1. This is a plant.
2. The plant has leaves, roots, and a stem.
3. The stem is between the roots and the leaves.
4. The roots grow in the ground.
5. The leaves grow in the air.
6. The leaves are green.
7. The roots are brown.
8. The plant has many leaves.
9. It has only one stem.



II. *Answer these questions in statements :—*

1. What has a plant?
2. Where is the stem?
3. Where do the roots grow?
4. Where do the leaves grow?
5. What color are the leaves?
6. How many stems has the plant?
7. Has it many leaves?

III. *Write the statements about "The Plant" as your teacher dictates them to you.*

Read Directions for Teachers, IV.

## LESSON XIV. STATEMENTS

I. *Write statements in answer to these questions:—*

1. What is this?
2. How many legs has a grasshopper?
3. How many wings ~~has~~ it?
4. What color is a grasshopper?
5. What does it eat?



II. *Write a statement about:—*

- |            |            |                |
|------------|------------|----------------|
| 1. a heron | 3. a horse | 5. your home   |
| 2. birds   | 4. horses  | 6. your school |
- 

## LESSON XV. SPELLING

*Copy and learn to spell these words:—*

capital	mark	statement	blanks
letter	copy	complete	begin
question	each	answers	end
learn	these	spell	write
place	words	care	using
teacher	dictates	about	objects

Read Directions for Teachers, IX.

LESSON XVI. *HAVE AND HAS*

I. *Copy these statements, writing the word "have" or "has" in the place of each blank:—*

1. I .... two dollars and forty cents.
2. Frank .... five dollars and six cents.
3. Anda and Frank .... four oranges.
4. Louisa and Ina .... two large dolls.
5. Birds and bats .... wings.
6. A bat .... no feathers.
7. Father .... three white horses.
8. Father and I .... many jars full of sugar.
9. We .... a banca and a sailboat.
10. A grasshopper .... four wings.
11. An ant .... six legs.
12. The children .... a good teacher.

II. *Write statements, using these words:—*

- |                           |                          |
|---------------------------|--------------------------|
| 1. I have ....            | 8. You and I have ....   |
| 2. Mother has ....        | 9. The boy has ....      |
| 3. Mother and I have .... | 10. The girls have ....  |
| 4. We have ....           | 11. Father has ....      |
| 5. Ina has ....           | 12. The boys and girls   |
| 6. Mother, Isabela, and   | have ....                |
| Ina have ....             | 13. He and she have .... |
| 7. Father and mother      | 14. The ant and the bee  |
| have ....                 | have ....                |

## LESSON XVII. PICTURE STUDY



I. *Write six questions about what you see in this picture.*

II. *Copy these statements, writing the word "is" or "are," "have" or "has" in place of each blank:—*

1. There .... girls and boys in the banca.
2. They .... brothers and sisters.
3. They .... going to their home.
4. Their home .... under the cocoanut trees.
5. They .... many cocoanuts in the banca.
6. The boys .... paddles in their hands.

## LESSON XVIII. DICTATION

I. *Read these statements : —*

## THE HERON

1. The heron is a large bird.
2. It has a long neck and long legs.
3. It has a long sharp bill and two bright eyes.
4. It likes to wade in the water.
5. The heron catches fishes and frogs.
6. It stands in the water. It waits for the fishes and frogs to come.
7. They do not see the heron. It catches them in its bill and eats them.

II. *Answer these questions in statements : —*

1. Where do herons live ?
2. What do they eat ?
3. What kind of legs and necks have they ?
4. What kind of bill have they ?
5. How does the heron catch the fishes and frogs ?
6. Why does it stand so still ?

III. *Copy the statements about "The Heron."*

IV. *Write the statements about "The Heron" as your teacher dictates them to you.*

Read Directions for Teachers, II, III, IV. Have the pupils read the story of "The Frogs and the Heron," Insular Second Reader, p. 86.

## LESSON XIX. SPELLING

*Copy and learn to spell these words : —*

## NAMES OF THINGS AT HOME

house	jars	chairs	aunt
home	baskets	tables	uncle
garden	boxes	knives	sister
fields	dresses	forks	brother
chickens	coats	spoons	cousin
horses	trousers	cups	father
carabaos	beds	plates	mother

Read Directions for Teachers, IX.

## LESSON XX. CONVERSATION

*Answer these questions in statements : —*

## AT HOME

1. How do you do this morning ?
2. Did you sleep well last night ?
3. At what time did you go to bed ?
4. At what hour did you awake ?
5. Have you eaten your breakfast ?
6. What do you want to eat ? Are you hungry ?
7. Are you thirsty ?
8. Will you have coffee or chocolate to drink ?
9. Shall I put some sugar in your coffee ?

10. May I take your hat and umbrella?
11. Is your father at home to-day?
12. When will your mother be at home?
13. Do you help your father or your mother?
14. What do you do? Do you like to work?
15. Do you study your books at home?
16. Do you read your books to your mother?

Read Directions for Teachers, I, II.



## LESSON XXI. *THERE IS* *AND THERE ARE*

I. *Copy these statements:—*

1. Here is a cocoanut tree.
2. There are many large leaves on the tree.
3. There are many nuts growing on the tree.
4. There is a boy up in the tree.
5. There is a girl under the tree.
6. There is a boat on the water.
7. There are two men in the boat.

II. *Write statements in answer to these questions : —*

1. Is there a clock in your schoolroom ?
2. Are there hands on the clock ?
3. Are there pictures in the schoolroom ?
4. Is there more than one teacher in your school ?
5. Are there many teachers at your home ?
6. Is there a banana tree near your schoolhouse ?
7. Are there many birds near your home ?

Read Directions for Teachers, XII. Review Lesson XII.

---

## LESSON XXII. REPRODUCTION

I. *Read this story : —*

### THE CAT AND THE FROG

One day a cat was walking in the grass.

She saw a frog on the ground. She wanted to play with the frog.

The frog jumped away and the cat ran after it.

When the frog came to the water, it jumped in. The cat jumped after the frog. She fell into the water.

She did not catch the frog. She got very wet. She did not like to get wet. She does not like frogs now.





II. *Answer these questions in statements : —*

1. Where was the cat ?
2. What did she see ?
3. What did she want to do with the frog ?
4. What did the frog do ?
5. Where did the frog go ?
6. Did the cat run after the frog ?
7. Did the cat catch the frog ?
8. Why does she not like frogs now ?

III. *Copy the story about "The Cat and the Frog."*

IV. *Write in your own words the story of "The Cat and the Frog."*

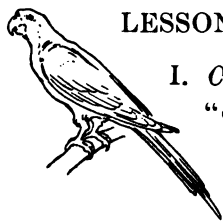
Read Directions for Teachers, II, III, V.

# LESSON XXIII. NAMES—ONE THING AND MORE THAN ONE

*Copy and learn to spell these words:—*

One thing	More than one	One thing	More than one
name	names	box	boxes
flower	flowers	man	men
chicken	chickens	mouse	mice
house	houses	leaf	leaves
orange	oranges	baby	babies
potato	potatoes	fly	flies

Read Directions for Teachers, X.



## LESSON XXIV. *IS* AND *ARE*

I. *Copy these statements, writing "is" or "are" in place of each blank:—*

1. This bird .... a parrot.
2. These birds .... ducks.
3. They .... swimming.
4. Anda's books .... here.
5. My book .... in my hand.
6. Elena .... a girl.
7. Juan and I .... boys.
8. We .... going to school to-day.
9. She .... not going to school.



We use *is* when speaking of only one person or thing : —

This bird is a kingfisher. The ant is an insect.

We use *are* when speaking of more than one person or thing : —

These insects are bees. Juan and I are boys.

II. *Write statements using these words : —*

- |             |                          |
|-------------|--------------------------|
| 1. I am     | 6. You and I are         |
| 2. You are  | 7. The boys are          |
| 3. He is    | 8. Father and mother are |
| 4. We are   | 9. You and he are        |
| 5. They are | 10. Leon and I are       |

---

## LESSON XXV. DICTATION

I. *Copy these statements : —*

### THE CORN PLANT

1. This is a plant.
2. Its name is the corn plant.
3. Some people call it maize.
4. It has many roots.
5. It has many green leaves.
6. Its roots are in the ground.
7. The leaves are in the air.
8. The roots and the leaves feed the plant.



9. The roots feed it from the ground.
10. The leaves feed it from the air.
11. There are three ears of corn on this plant.
12. There are many grains of corn on each ear.

II. *Write five questions about the corn plant.*

III. *Write the statements about "The Corn Plant" as your teacher dictates them to you.*

Read Directions for Teachers, II, IV. Have the pupils read "The Corn Plant," Insular Second Reader, p. 16.

## LESSON XXVI. WHAT THINGS DO



(The bird flies.)

I. *Write answers to these questions:—*

1. What does the bird do?
2. What does this boy do?
3. What does the horse do?
4. What do fishes do?
5. What do girls do with their dolls?



## II. *Write words that tell : --*

### 1. What you can do.

run	sleep	.....	.....
jump		.....	.....
eat		.....	.....
.....	.....	.....	.....

### 2. What a horse does.

eats	pulls	.....	.....
.....	.....	.....	.....

### 3. What a bird does.

hops	flies	.....	.....
.....	.....	.....	.....

## III. *Write the names of : —*

1. Five things that fly.
2. Five things that swim.
3. Five things that eat and drink.
4. Five things that you eat.
5. Five things that you can make.

## IV. *Write statements telling : —*

1. What you like to do.
2. What you will do to-morrow.
3. What you do at home.

## LESSON XXVII. WHAT THINGS ARE DOING

I. *Write statements in answer to these questions :—*



1. How many boys and girls are there in this picture ?
2. What is the large boy doing ?
3. What is the small boy doing ?
4. What is the large girl doing ?
5. What is the small girl doing ?
6. What are you doing now ?
7. What is your teacher doing ?

II. *Write statements using these words :—*

- |                |                 |
|----------------|-----------------|
| 1. is eating   | 4. is carrying  |
| 2. are walking | 5. are swimming |
| 3. am writing  | 6. are reading  |

## LESSON XXVIII. PICTURE STUDY

I. *Tell the names of the things in this picture.*



II. *Write statements in answer to these questions : —*

1. How many boys do you see in this picture ?
2. Where are they walking ?
3. What are they carrying ?
4. How many baskets is each boy carrying ?
5. What have they in their baskets ?
6. Is the sun shining ?
7. Are there clouds in the sky ?
8. Where are the boys going ?
9. Will they sell the oranges at the market ?
10. What will they buy at the market ?

Read Directions for Teachers, VI.

## LESSON XXIX. YES AND NO



I. *Copy these questions and their answers : —*

1. Do you see the man, the cart, and the carabao?

Yes, I see them.

2. Is the man on the carabao?

No, he is on the cart.

3. Are there jars on the cart?

No, there are six baskets on it.

4. Are there chickens in the baskets?

Yes, there are many chickens in them.



The little mark ( , ) is called a **comma**. A comma is placed after *Yes* or *No* in each answer.

II. *Write an answer to each of these questions, using "Yes" or "No": —*

1. Are you a boy ?
  2. Are you ten years old ?
  3. Did you see your father this morning ?
  4. Can you draw a horse ?
  5. Are you going to school to-morrow ?
  6. Do you want to buy some flowers ?
  7. Do you know how to swim ?
- 

### LESSON XXX. DAYS OF THE WEEK

I. *Copy and learn to spell these names of the days of the week: —*

Sunday	Tuesday	Friday
Monday	Wednesday	Saturday
	Thursday	

With what kind of letter does each name begin ?

II. *Write statements in answer to these questions: —*

1. What day of the week is to-day ?
2. What day of the week was yesterday ?
3. What day of the week will to-morrow be ?
4. Which day is the first day of the week ?

5. Which day is the last day of the week?
  6. Which day is the third day of the week?
  7. Which day is the sixth day of the week?
  8. On what days did you go to school last week?
- 

### LESSON XXXI. NAMES OF THINGS

*Write the names of:—*

1. Ten things that are at your school.
  2. Ten things that you can see on your way to school.
- 

### LESSON XXXII. CONVERSATION

*Answer these questions in statements:—*

#### GOING TO SCHOOL

1. Good morning ; how are you ?
2. Are you going to school to-day ?
3. Will you walk to school with me ?
4. Shall we walk to school with our teacher ?
5. Shall we wait for the teacher ?
6. At what time does school begin ?
7. What time is it now ?
8. Shall we be late to school ?
9. Where is your schoolhouse ?
10. How far is your home from your school ?
11. What do you see on the road to the school ?
12. Do you think it will rain to-day ?

Read Directions for Teachers, II.

## LESSON XXXIII. PICTURE STUDY



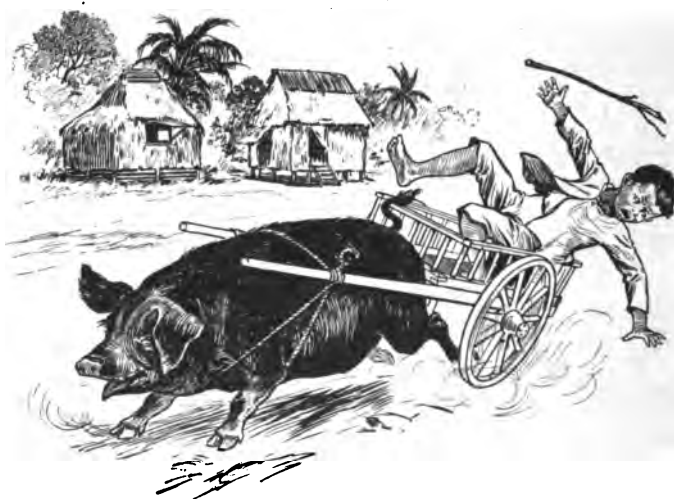
I. *Write the names of the things that you see in this picture.*

II. *Write statements in answer to these questions : —*

1. Where is the boat ?
2. How many women are on the boat ?
3. What are they doing ?
4. Do they live on the boat ?
5. Where will they put the clothes to dry ?
6. What is in the boat ?
7. Are the jars large or small ?
8. Do you know what is in the jars ?
9. Is the boat moving ?

Read Directions for Teachers, II, VI

## LESSON XXXIV. REPRODUCTION



*I. Read this story: —*

**JOSÉ'S RIDE**

**José lived in the country.**

**He had a little cart.**

**He wanted to take a ride, but he had no carabao and no horse.**

**He caught a big black pig.**

**He wanted the pig to be his horse.**

**He tied the pig to the cart.**

**He got into the cart.**

The pig did not want to pull the cart. It would not go.

José hit it with a stick, and the pig ran away.

It ran around the house and down the road.

José fell out of the cart, and the cart was broken.

The pig was not a good horse.

José did not like his ride.

II. *Answer these questions :—*

1. Where did José live ?
2. What had he ?
3. What did he want to do ?
4. What did he do ?
5. Would the pig pull the cart ?
6. What did José do then ?
7. What did the pig do ?
8. Where did the pig run ?
9. Was the cart broken ?
10. Was the pig a good horse ?
11. Did José like his ride ?

III. *Copy the statements about "José's Ride."*

IV. *Write in your own words the story of "José's Ride."*

LESSON XXXV. *DO AND DOES*

I. *Copy these statements, writing the word "do" or "does" in place of each blank:—*



1. This is a picture of a Moro girl.
2. We do not know her name.
3. I .... not know how old she is.
4. We .... not know her father and mother.
5. They .... not live near our town.
6. She does not go to my school.
7. She .... not know how to read and write.
8. She .... not live on the island of Luzon.
9. She lives on the island of Jolo.

II. *Write statements in answer to these questions, using "do" and "does":—*

1. Does the Moro girl know your name?
2. Does your mother wear a hat on her head?
3. Do you live on the island of Cebu?
4. Do you hear a bird singing?
5. Do fishes have wings?

6. Do they live in the air ?
7. Does your father speak English ?
8. Does he have a horse and a cart ?

Read Directions for Teachers, XII

## LESSON XXXVI. DICTATION

I. *Copy this story with care : —*

### LEON'S HORSE

Leon has a little white horse.

Its name is Alba.  
It has short ears  
and a long tail.

Its feet are hard.  
They are its hoofs.  
Its shoes are made  
of iron.

It carries Leon  
on its back. It  
does not like to pull a cart.

Leon does not whip his horse. He is kind  
to it. He gives it grass and rice to eat.



II. *Write five questions about Leon's horse.*

III. *Write the statements about "Leon's Horse" as your teacher dictates them to you.*

## LESSON XXXVII. REVIEW

I. *Write :—*

1. Two statements about a banana tree.
2. Three questions about a market.
3. Ten names which mean only one thing.
4. Ten names which mean more than one thing.

II. *Write statements using these words :—*

- |        |             |                |
|--------|-------------|----------------|
| 1. am  | 4. Here is  | 7. is riding   |
| 2. is  | 5. Here are | 8. are reading |
| 3. are | 6. This is  | 9. are not     |

III. *Write statements about each of these things, using "There is" and "There are" :—*

- |               |                |          |
|---------------|----------------|----------|
| 1. kingfisher | 3. grasshopper | 5. books |
| 2. frogs      | 4. ants        | 6. mouse |

IV. *Write questions, using these words :—*

- |         |              |              |
|---------|--------------|--------------|
| 1. Has  | 3. Is there  | 5. Is this   |
| 2. Have | 4. Are there | 6. Where are |

V. *Write statements in answer to these questions, using "Yes" or "No" :—*

1. Do you like to write?
2. Is the sun shining now?
3. Are you ten years old?
4. Does a horse like to eat sugar?

VI. *Write statements or questions, using these words :—*

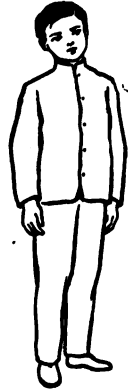
- |                   |                   |             |
|-------------------|-------------------|-------------|
| 1. Does Leon      | 3. Do the boys    | 5. does not |
| 2. His horse does | 4. Does Elisa not | 6. do not   |



## LESSON XXXVIII. NAMES OF PERSONS

I. *Read these statements:* —

1. This boy's name is Pablo Santos.
2. His sister's name is Marta Santos.
3. His brother's name is Luis Santos.
4. His father's name is Benito Santos.
5. His mother's name is Maxima Santos.



What is Pablo's first name? What is his last name? What is his *full* name?

What is his sister's last name? His father's last name? Pedro belongs to the Santos family. Santos is his last name. His father, mother, sister, and brother all have the same last name. They all belong to the Santos family. Santos is their *family* name.

Pedro's first name is his *given* name. His sister's given name is Marta. What is his brother's given name? What is his mother's given name? What is his father's given name?

Juan's *full* name is Juan Mercado Dison.

Juan and Mercado are his *given* names, and Dison is his *family* name.

II. *Tell which words in these names are "given" names and which are "family" names :—*

Gregorio Pandar	Fortunato Espiritu
Elisa May Salzar	Leon Dison Torres
Ramona Gonzales	Maria Leonora Flores

III. *Copy the names of the persons given in Exercise II.*

With what kind of letter does each name begin?

---

### LESSON XXXIX. WORDS USED FOR ASKING QUESTIONS

I. *Copy these questions :—*

1. What is your full name?
2. What is your given name?
3. What is your family name?
4. Where are you now?
5. Where do you live?
6. When are you going home?
7. When can you come to my house?
8. How many children are there in your school?
9. How much money have you?
10. Who is your teacher?
11. Who taught you how to read?
12. Which is your right hand?
13. Which finger is the largest?

II. Give an answer to each of the questions in Exercise I.

III. Write questions using these words :—

- |         |          |          |
|---------|----------|----------|
| 1. What | 3. Where | 5. Who   |
| 2. When | 4. How   | 6. Which |
- 

## LESSON XL. WHERE THINGS ARE

I. Copy these statements :—

1. The large jar is under the table.
2. The lamp hangs over the table.
3. The small jars  
are on the  
table.
4. The fan is  
between the  
small jars.
5. There are  
flowers in the  
small jars.
6. There is a chair  
by the table.
7. No one is sitting on the chair.
8. The chair is near the window.
9. The lamp hangs from the ceiling.
10. The lamp, table, and jars are at my home.



II. *Give answers to these questions in statements :—*

1. Where are you now ?
2. On what are you sitting ?
3. Is any one sitting by you ?
4. Where is your book ?
5. Between what fingers is your big finger ?
6. What is over your head now ?
7. What is under your feet ?
8. Are there trees near the schoolhouse ?
9. What kinds of trees grow near your house ?
10. Where is your teacher now ?
11. Where were you at eight o'clock last night ?
12. Who lives at your house ?
13. On what street is your house ?
14. Is your town near the seashore ?
15. On what island is your home ?
16. What things are in front of you ?
17. What things are to the right of you ?

Statements and questions are called **sentences**.

III. *Write sentences using these words :—*

- |                   |                   |
|-------------------|-------------------|
| 1. in a cart      | 6. under my slate |
| 2. on the water   | 7. over the trees |
| 3. by the brook   | 8. near my house  |
| 4. at home        | 9. under my foot  |
| 5. under the boat | 10. at the market |

## LESSON XLI. PICTURE STUDY



I. *Write the names of all the things that you can see in this picture.*

II. *Write two questions each about :—*

1. the boy    2. the girl    3. the doll    4. the cart

III. *Write statements telling :—*

1. The boy's full name.
2. The girl's full name.
3. Where the boy is.
4. What he is doing.
5. What the boy has in the cart.
6. What is in the jar.
7. Where the girl is sitting.
8. What she has in her arms.



## LESSON XLII. PICTURE STUDY

I. *Answer these questions : —*

What is this girl's name? Where does she live?  
How old is she? What is the color of her dress?  
What has she in her arm? What is in the basket?  
What is she doing with the rice?

How many chickens is she feeding? How many  
hens are there? How many roosters are there?  
How many little chickens? What colors are her  
chickens? Does the girl like to feed the chickens?

II. *Write statements telling all you can about the girl and  
her chickens.*

Read Directions for Teachers, II, III, VI, XIII.

---

## LESSON XLIII. WHAT THINGS ARE

I. *Copy these statements : —*

1. Horses are animals.
2. Kingfishers are birds.
3. Ants are insects.
4. The sugar cane and the corn are plants.
5. Juan and Maria are children.
6. Benito Santos and José Henson are men.
7. Sugar and rice are foods.
8. Bananas and oranges are fruits.

II. *Write as many names as you can of: —*

- |            |            |           |
|------------|------------|-----------|
| 1. animals | 3. insects | 5. foods  |
| 2. birds   | 4. plants  | 6. fruits |

Read Directions for Teachers, X.

## LESSON XLIV. DICTATION

I. *Copy these statements with care: —*

### SEEDS



This is a grain of corn.

In the grain of corn there is a little corn plant. In a grain of rice there is a little rice plant. Grains of rice and corn are seeds. In all seeds there are little plants.

If we put seeds into the ground, the little plants will grow. If we put grains of corn in the ground, the little corn plants will grow.

At first a little root grows out of the seed. Then a little stem grows up out of the ground. Little green leaves grow on the stem, and the plant grows larger and larger.





II. *Answer these questions in statements : —*

1. What is in a grain of corn? 2. What are in seeds? 3. If we put a grain of corn in the ground, will the little plant grow? 4. Will the little plant grow if the ground is very dry? 5. Will it grow if the ground is very wet? 6. Which grows first, the root or the stem? 7. What kind of leaves has the corn plant? 8. What kind of leaves has the rice plant?

III. *Write the statements about "Seeds" as your teacher dictates them to you.*

Read Directions for Teachers, IV.

---

LESSON XLV. POEM

I. *Learn this poem : —*

THE SEED

In the heart of a seed,  
Buried deep, so deep,  
A dear little plant  
Lay fast asleep.

"Wake," said the sunshine,  
"And creep to the light."  
"Wake," said the voice  
Of the raindrops bright.

II. *Answer these questions in statements :—*

Where was the little plant? What was it doing? What did the sunshine say to it? What did the raindrops say? Do little plants like the sunshine and the rain?

Read Directions for Teachers, VIII.

---

LESSON XLVI. NAMES OF THE MONTHS OF THE YEAR

I. *Copy these names of the months of the year :—*

January	May	September
February	June	October
March	July	November
April	August	December

With what kind of letter does each name begin?

II. *Write the names of the months from memory.*

---

XLVII. CONVERSATION

*Answer these questions in statements :—*

GOING TO TOWN

1. What is the name of this street?
  2. Is this the right road to the market?
  3. How far is the town?
  4. Is the road good all the way to the town?
  5. Are there any rivers to cross?
-

6. Do you live in the town?
7. What is the number of your house?
8. Will you take me to the town in your carromata?
9. How much must I pay for the ride?
10. Do you know where I can get a cart?
11. Will you carry this basket to the market for me?
12. Can you drive to the town in an hour?
13. What are you taking to the market?
14. What are you going to buy?
15. Can you tell me where Mr. Fernandez lives?

Read again Lessons XI, XX, XXXII.

---

### LESSON XLVIII. *HAS* AND *HAVE*

I. *Copy these statements:—*

1. A horse has four feet.
2. Two horses have eight feet.
3. My sister has a new dress.
4. My brothers have new coats.
5. An old frog has no tail.
6. Frogs have large eyes.

In which of these statements is only one thing spoken of? In which of the statements is *has* used?

In which statements is more than one thing spoken of? In which of the statements is *have* used?

We use *has* when speaking of only one thing.

We use *have* when speaking of more than one thing.

II. Copy these sentences, writing the word "*have*" or "*has*" in place of each blank:—



A fly . . . . six legs. It . . . .  
two wings. Flies . . . . three parts  
to their bodies.

How many legs  
. . . . a spider? . . . . a spider  
any wings? Spiders . . . .  
only two parts to their bodies.  
They . . . . many small eyes.  
How many eyes . . . . a fly?



III. Write statements in answer to these questions:—

1. How many fingers have two boys?
2. Have fishes any feet?
3. Have bats any legs?
4. How many toes has a bird?
5. Have tadpoles any eyes?
6. Do ants have wings?
7. How many wings has a grasshopper?
8. Has a snake any legs?

## LESSON XLIX. HOW THINGS ARE

I. *Copy these words which tell how things are : —*

white	round	sharp
black	square	dull
large	high	straight
small	low	crooked
rough	long	good
smooth	short	bad
hot	green	ill
cold	yellow	well
wet	blue	sleepy
dry	brown	thirsty

II. *Learn to spell these words correctly.*

III. *Copy these statements, writing one of the above words in place of each blank : —*

1. I have a .... hat. It is ....
2. A .... bird flew into a .... tree.
3. I am .... and ....
4. The sun is ...., but the water is ....
5. The box is ...., but the ball is ....
6. My mother is ...., but my cousin is ....
7. My slate is not .... It is ....

LESSON L. WHAT I *DO* AND WHAT I *DID*I. *Copy these sentences : —*

1. Did you go to the market yesterday?  
Yes, I went to the market.
2. What did you do?  
I walked to the market.  
I carried a basket full of eggs.  
I sold the eggs.  
I bought a pair of red slippers.  
I paid thirty cents for the slippers.  
I talked with a friend.  
I saw many people.

II. *Write statements in answer to these questions : —*

1. Did you see your father this morning?
2. Did you speak to him?
3. Did you go to school yesterday?
4. What did you eat this morning?
5. Where did you get your book?

III. *Write statements telling : —*

1. What you did in school yesterday.
2. What you did at home last night.
3. What you can do.

Review Lesson XXXV. Read Directions for Teachers, XII.

# LESSON LI. WHAT PERSONS OR THINGS *DO* AND WHAT THEY *DID*

I. *Copy these words, which tell what persons or things "do" or "did":—*

What persons or things do	What persons or things did	What persons or things do	What persons or things did
see	saw	walk	walked
sing	sang	laugh	laughed
drink	drank	pull	pulled
write	wrote	open	opened
ride	rode	love	loved
draw	drew	pour	poured
grow	grew	hop	hopped
throw	threw	wash	washed
tell	told	play	played
sell	sold	cry	cried
bring	brought	move	moved
think	thought	knock	knocked
buy	bought	learn	learned
teach	taught	gather	gathered
catch	caught	drop	dropped

II. *Write sentences using these words:—*

- |        |         |         |        |
|--------|---------|---------|--------|
| 1. eat | 3. give | 5. go   | 7. get |
| 2. ate | 4. gave | 6. went | 8. got |

Review Lessons XXVI and XXXV. Read Directions for Teachers, XII.

## LESSON LII. DICTATION

I. *Copy these statements :—*

MY CAT

I had a pet cat. Her name was Pussa. Her paws were soft. They were not hard like the hoofs of a horse. She walked without making any noise.



On each foot she had five little toes. On each toe there was a sharp claw. She scratched with her claws.

She liked to play with me. She never scratched me with her claws, nor bit me with her sharp teeth.

She caught mice, rats, and birds. Her eyes were large and she could see in the dark. She liked to sleep in the day. She walked about in the night.

One day Pussa went into the forest. I never saw her again.

II. *Write ten questions about "My Cat."*

III. *Write the statements about "My Cat" as your teacher dictates them to you.*

Read Directions for Teachers, III, IV.



## LESSON LIII. POEM

I. *Learn this poem :—*

## LITTLE PUSSY

I like little pussy,  
Her coat is so warm,  
And if I don't hurt her,  
She will do me no harm.  
So I'll not pull her tail,  
Nor drive her away,  
But pussy and I  
Very gently will play.

She shall sit by my side,  
And I'll give her some food ;  
And she'll love me because  
I am gentle and good.  
I'll pat little pussy,  
And then she will purr,  
And thus show her thanks  
For my kindness to her.

- II. *Copy the poem.*
- III. *Recite the poem to your teacher.*
- IV. *Write the poem from memory.*

## LESSON LIV. NAMES OF PLACES

I. *Copy these names of cities and towns :—*

Manila	San Fernando	Albay
Iloilo	Laoag	Cavite
Cebú	Malolos	Angéles

II. *Copy these names of countries :—*

Philippine Islands	China	Spain
North America	Japan	United States

III. *Copy these names of islands :—*

Luzón	Negros	Mindanao	Jolo
Cebú	Panay	Leyte	Bohol

IV. *Copy these names of streets :—*

Main Street	School Street	Rizal Street
Real Street	Church Street	Water Street

With what kind of letter does each of these names begin ?

\_\_\_\_\_

## LESSON LV. CONVERSATION

*Answer these questions in statements :—*

TIME

1. What time is it ?
2. Has the clock struck ten ?
3. Is it two o'clock ?

4. When are you going home ?
5. Were you late at school this morning ?
6. Why did you come so early this morning ?
7. How many weeks are there in a month ?
8. How many weeks are there in a year ?
9. Is this week the first week in the month ?
10. What month is it now ?
11. In what months do the rains fall ?
12. In what months do you go to school ?
13. Will you meet me at the church to-night ?
14. At what time will you be there ?
15. Will you be there at nine o'clock ?
16. Can you come at half-past eight ?

Read Directions for Teachers, II.

---

## LESSON LVI. *WAS* AND *WERE*

### I. *Copy these sentences : —*

1. Louisa was not in school yesterday.
2. Ramon and Frank were in school.
3. My pencil was on my desk.
4. My book and slate were in the desk.

In which of these sentences is only one person or one thing spoken of ? In which of these sentences is more than one person or one thing spoken of ?

In which sentences is the word *was* used ? In which sentences is the word *were* used ?

We use *was* when speaking of only one person or one thing:—

Anna was in the cart.

A bird was in the tree.

The horse was pulling the cart.

We use *were* when speaking of more than one person or one thing:—

The girls were in the cart.

Three birds were in the tree.

Juan and I were in school yesterday.

II. Copy these sentences, writing "*was*" or "*were*" in place of each blank:—

1. Yesterday .... a rainy day.
2. Not many children .... in school.
3. Maximo and Francisco .... in the city.
4. .... Ramona in school yesterday?
5. .... the boys playing with their kites?
6. Mother .... in the market this morning.
7. Father and mother .... in the church last night.
8. My sister and I .... at home.
9. Our books .... on the table.
10. My sister .... playing with her doll.

Review Lessons VIII, IX, XII, XVI, XXI, XXIV.

## LESSON LVII. REPRODUCTION

I. *Read this story :—*

## A WISE CROW

A crow was very thirsty. One morning it found some water in a jar. The water was very low in the jar. The crow could not get it.

He tried to break the jar with his bill, but the jar was too hard. He tried to turn the jar over, but it was too heavy.



Then he thought of a way to get the water. He flew away to get some small stones. He carried the stones to the jar. He put them in the jar.

When there were many stones in the jar, the crow got some water to drink. He was a wise crow.

II. *Answer these questions :—*

1. Where did the crow find some water ?
2. Why did he want to find water ?
3. Why could not the crow get the water ?
4. Why could he not break the jar ?

5. Why could he not turn the jar over?
6. What did he do with the stones?
7. How could he get the water if he put stones in the jar?

III. *Copy this story with care.*

IV. *Tell the story of "The Wise Crow" in your own words.*

V. *Write the story of "The Wise Crow."*

---

### LESSON LVIII. PICTURE STUDY



- I. *Write the names of all the things that you see in this picture.*
- II. *Write ten questions about the things in the picture.*
- III. *Write answers to the questions that you wrote in Exercise II.*

## LESSON LIX. NUMBERS

*Read and learn these numbers :—*

1	one	first	11	eleven	eleventh
2	two	second	12	twelve	twelfth
3	three	third	13	thirteen	thirteenth
4	four	fourth	14	fourteen	fourteenth
5	five	fifth	15	fifteen	fifteenth
6	six	sixth	16	sixteen	sixteenth
7	seven	seventh	17	seventeen	seventeenth
8	eight	eighth	18	eighteen	eighteenth
9	nine	ninth	19	nineteen	nineteenth
10	ten	tenth	20	twenty	twentieth
21	twenty-one			twenty-first	
22	twenty-two			twenty-second	
23	twenty-three			twenty-third	
24	twenty-four			twenty-fourth	
25	twenty-five			twenty-fifth	
26	twenty-six			twenty-sixth	
27	twenty-seven			twenty-seventh	
28	twenty-eight			twenty-eighth	
29	twenty-nine			twenty-ninth	
30	thirty			thirtieth	
<hr/>					
40	forty		80	eighty	
50	fifty		90	ninety	
60	sixty		100	one hundred	
70	seventy		101	one hundred one	

## LESSON LX. DATES

I. *Answer these questions :—*

1. How many days are there in a week ? In a month ?
2. What month of the year is this month ?
3. Is to-day the tenth day of the month ?
4. What day of the month was yesterday ?
5. What day of the month will to-morrow be ?
6. What year is this year ?
7. What year was last year ?

II. *Copy these dates :—*

July 23, 1870.	November 7, 1901.
August 15, 1900.	December 25, 1898.
September 12, 1903.	January 1, 1899.

When we read or say the dates, "July 23, 1870," "August 15, 1900," we say "July twenty-third, eighteen hundred seventy," and "August fifteenth, nineteen hundred."

III. *Copy the following, writing dates in place of the blanks :—*

1. I was born . . . . ., . . . .
2. To-day is . . . . ., . . . .
3. Christmas comes on . . . . ., . . . .
4. Rizal day is . . . . ., . . . .
5. School began this year on . . . . ., . . . .



## LESSON LXI. LETTERS

I. *Copy this letter :—*

Malolos, Bulacan,  
Philippine Islands,  
December 25, 1904.

Dear Rosa:—

To-day is Christmas.  
My mother gave me a new  
dress. It is brown and white.

Father gave me a pair  
of blue slippers. I gave him  
a small knife.

Please write and tell  
me about your Christmas.

Your friend,  
Emilia.

Where does Emilia live? In what country does

she live? In what month did she write this letter?  
On what day of the month? In what year?

II. *Copy this letter:—*

Marilao, Bulacan, P. I.,  
July 12, 1904.

Dear Sister:—

Mother and I came here yesterday. We came to see Aunt Clotilda and Uncle Juan.

Cousin Flora and Cousin Frank are here.

I went to school with Flora yesterday. I like her teacher very much.

We are coming home on Saturday.

Your sister,  
Matilda.

Read Directions for Teachers, VII. Have the pupils copy the letters on pages 22-23, Insular Second Reader.

---

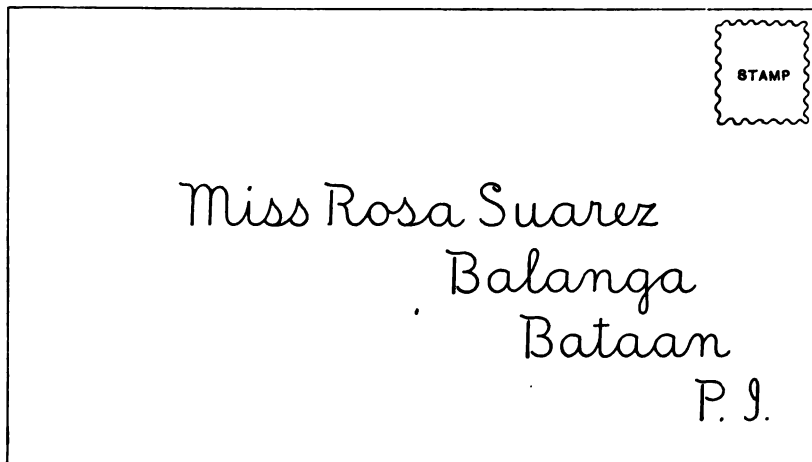
## LESSON LXII. ADDRESSES

Rosa's full name is Rosa Suarez. She lives in Balanga in the province of Bataan in the Philippine Islands.

Before Emilia sent her letter to Rosa, she wrote Rosa's address on the envelope and put a stamp on it.

Rosa's full name with the names of the place where she lives is called her address.

Here is a picture of the envelope with the stamp and Rosa's address on it.



- I. *Copy the drawing of the envelope and Rosa's address.*
- II. *Draw an envelope and write your address on it.*
- III. *Write the addresses of these people: —*
  1. Mr. José Torres, who lives at 16 San Pedro St., in Manila in the Philippine Islands.
  2. Miss Marta Reyes, who lives at Aparri in the province of Cagayán in the Philippine Islands.
  3. Mrs. Carlos Tiopaco who lives in Batangas in the Philippine Islands.
  4. Miss Flora Santos, who lives at 27 San Fernando St., in Lingayen, in the province of Pangasinan, in the Philippine Islands.



## LESSON LXIII. PICTURE STUDY

**I. Answer these questions:—**

What is this boy's name? What is his sister's name? Where are they? What kind of boat have they? Where is the boat? What is the boat made of? Of what is the sail made? What is on the boat? Whose doll is it?

What is the boy doing? Why doesn't the boat go? Can the boy make the boat go? Will the doll get wet? What will they do if the doll falls into the water?

Do you like to play in the water? Can you make a little boat? Of what can you make it?

Have you ever had a ride in a sailboat? When? Where did you go? Tell all you can about the ride.

**II. Write statements telling all you can about the boy and the girl in the picture.**

**III. Write all you can about a ride which you have had in a boat.**

**Read Directions for Teachers, VI, I, II, III.**

## LESSON LXIV. CONVERSATION

**Answer these questions in statements:—**

**AT DINNER**

1. Will you dine with me to-day?
2. At what time do you have dinner?

3. Who are to dine with you ?
4. Do you expect any visitors ?
5. Will you take this chair, please ?
6. Will you have a little soup ?
7. Do you wish a banana ?
8. May I give you some more rice ?
9. Would you like some more water ?
10. Will you have sugar in your coffee ?
11. May I give you a cup of chocolate ?
12. Do you like lemonade ?
13. Will you take a mango ?
14. May I give you another piece of meat ?
15. May I get a glass of water for you ?

Review by having the pupils read again Lessons XI, XX, XXXII, XLVII

---

## LESSON LXV. REPRODUCTION

### I. *Read this story :—*

#### THE DOG AND HIS SHADOW

A dog found a piece of meat. He took it in his mouth to carry it home. He was walking over a bridge. He looked down into the smooth water. He saw his shadow in the water. He thought his shadow was another dog with a piece of meat.

He wanted both pieces of meat. He tried to get the piece of meat from the dog in the shadow. He dropped his piece of meat. It fell into the water. He could not get it again. He lost both pieces of meat.



II. *Answer these questions :—*

1. What did the dog find ?
2. What did he see in the water ?
3. What did he think his shadow was ?
4. Why did he drop his piece of meat ?
5. Where did it fall ?
6. Why did he not get the piece in the shadow ?
7. Was he a wise dog ?
8. Was he a greedy dog ?

III. *Copy this story with care.*

IV. *Write in your own words the story of "The Dog and His Shadow."*

## LESSON LXVI. LETTER WRITING

I. *Copy this letter : —*

Apalit, Pampanga, P. I.,  
January 4, 1905.

Mr. Pablo Flores,  
Santa Maria,  
Pampanga, P. I.,

Dear Pablo : —

There will be no school here next week. I wish you would come and stay all the week with me.

I have a new sailboat. If you come, we shall take long rides on the river.

On Wednesday father is going to the city. He says that we may go with him.

I am making a large kite. It is more than a meter long. Its tail is more than four meters long. I wish you would come on Monday morning and help me fly it.

Your cousin,  
Christo Diaz.

II. *Write a letter to a friend who lives in another town. Ask him to come to see you. Tell him about your home and what you would like to do when he comes.*



## LESSON LXVII. REVIEW

I. *Write:—*

1. The full names of five persons.
2. The names of the days of the week.
3. The names of the months of the year.
4. The names of three cities or towns.
5. The names of three streets.

II. *Write statements using these words:—*

- |        |              |         |         |
|--------|--------------|---------|---------|
| 1. is  | 3. there is  | 5. has  | 7. was  |
| 2. are | 4. there are | 6. have | 8. were |

III. *Write questions using these words:—*

- |              |         |         |         |
|--------------|---------|---------|---------|
| 1. is there  | 3. do   | 5. have | 7. were |
| 2. are there | 4. does | 6. has  | 8. was  |

IV. *Copy these sentences, writing the words "is" or "are," "was" or "were," "has" or "have," in place of each blank:—*

1. A dragon fly .... four wings. They .... pretty. Its eyes .... large. It .... six legs. It .... an insect.

2. I .... a pet goat. Its name .... Nip. Yesterday it .... pulling my cart. There .... five cocoanuts in the cart. I .... not in the cart. I .... walking by the goat.

V. *Write:—*

1. Ten words which tell what men can do.
2. Ten words which tell what you did yesterday.

## PART II

### LESSON I. PICTURE STUDY



*Write statements in answer to these questions : —*

1. How many persons do you see in this picture?
2. What kind of boat have they?
3. How many sails has the boat?
4. Is the boat on the seashore?
5. Are they going to catch fish?
6. Are they going on a river or on the sea?
7. What do you think they have in the boat?

8. Would you like to go with them?
9. Did you ever ride in a sailboat?
10. Where did you go?
11. Who went with you?
12. What did you do?

Read Directions for Teachers, II, VI.

---

## LESSON II. NAMES — NOUNS

I. *Copy these names:—*

house	man	Marta	country
orange	mother	Luis	America
bell	Manila	city	Luzón

**Names are called nouns.**

II. *Copy these nouns, which are the names of animals:—*

goats	horse	mice	monkey
deer	buffalo	lizard	fishes
carabao	ox	bats	turtle

III. *Copy these nouns, which are the names of foods:—*

bread	sugar	meat	taro
flour	molasses	potato	fish
rice	bananas	tomato	eggs
milk	chico	mango	salt

Read Directions for Teachers, X.

## LESSON III. DICTATION

## THE BUTTERFLY

The butterfly is an insect. It has six legs and three parts to its body. It has two large eyes and two antennæ or feelers. Butterflies have four wings.

At first a butterfly is a little egg. A little



worm comes from the egg. This worm is called a caterpillar.

The caterpillar eats leaves. It grows very fast. It often changes its skin. When it is full grown, it makes a silk cover or ties itself to a twig. Then it is very still. After many days its skin breaks open, and the butterfly crawls out. At first its wings are soft and weak. In a few hours they become dry and strong. Then the butterfly flies away.

I. *Read the statements about the butterfly. Tell which words are nouns.*

II. *Write ten questions about the butterfly and the caterpillar.*

III. *Write the statements about the butterfly as the teacher dictates them to you.*

Read Directions for Teachers, III, IV.

## LESSON IV. NOUNS—ONE THING AND MORE THAN ONE

### I. *Copy these nouns:—*

One thing	More than one	One thing	More than one
bamboo	bamboos	dish	dishes
dollar	dollars	envelope	envelopes
cent	cents	fly	flies
pencil	pencils	man	men
monkey	monkeys	woman	women
tailor	tailors	foot	feet

Nouns which mean one are called **singular nouns**.

Nouns which mean more than one are called **plural nouns**.

We say that singular nouns are in the **singular number**, and plural nouns are in the **plural number**.

### II. *Copy these singular nouns, adding "s" to each to make it plural:—*

iron	pen	feather	shoe
thumb	slate	mosquito	orange
finger	horse	coat	needle

### III. *Copy these nouns, drawing a line under those which are in the plural number:—*

pocket	squares	carpenters	hat
stamps	circle	farmer	bowls
desks	leaves	grasshopper	plate

Read Directions for Teachers, X.

LESSON V. *IS* AND *ARE*

We use *is* when speaking of only one person or thing.

We use *are* when speaking of more than one person or thing.

I. *Copy these sentences, writing "is" or "are" in place of each blank :—*

1. Mother .... a woman and Rosa .... a girl.
2. My father .... a man and my brother ....  
a boy.
3. Mother and I .... at home to-day.
4. We .... making new dresses.
5. Father and brother .... gathering rice.
6. They .... in the fields.
7. .... José your brother's name?
8. .... there a baby at your house?
9. There .... five persons in my home.
10. .... there many boys in your school?
11. Martin .... a boy but Marta .... a girl.
12. He .... my brother, and she .... my  
sister.

II. *Write sentences using these words :—*

- |             |              |              |
|-------------|--------------|--------------|
| 1. Here is  | 3. This is   | 5. Where is  |
| 2. Here are | 4. These are | 6. Are there |

Review Lessons VIII, XII, XXI, XXIV, XLVIII,  
in Part I.

## LESSON VI. PICTURE STUDY



- I. *Write five questions about the things in this picture.*
- II. *Copy these statements, writing words in place of the blanks : —*

In this picture I .... three ....  
Two carabaos .... standing up.  
One ..... lying down.  
Each ..... two .... and two ....  
Each ..... four ....  
There .... two toes on each ....  
Each carabao .... eight toes.

## LESSON VII. SINGULAR AND PLURAL NOUNS

I. *Copy these nouns:—*

Singular	Plural	Singular	Plural
leaf	leaves	knife	knives
calf	calves	life	lives
wife	wives	thief	thieves
half	halves	fly	flies
city	cities	baby	babies

II. *Learn to spell these nouns correctly.*III. *Write the singular forms of these plural nouns:—*

grasses	mangoes	churches	glasses
fishes	dishes	dresses	boxes

IV. *Write the plural forms of these singular nouns:—*

flower	flag	basket	fly
book	man	heron	box
chicken	boat	eel	nut
egg	table	bridge	letter

LESSON VIII. STATEMENTS—WHAT THINGS  
ARE MADE OFI. *Copy and complete these statements:—*

1. A .... is made of wood.
2. .... and .... are made of bamboo.
3. A .... is made of straw.



4. My .... and .... are made of cotton.
5. Maria's .... is made of silk.
6. My .... are made of leather.
7. A .... and .... are made of iron.
8. ...., ...., and .... are made of clay.

II. *Write the names of several things made of each of the following materials : —*

- |           |           |         |
|-----------|-----------|---------|
| 1. wood   | 3. bamboo | 5. clay |
| 2. cotton | 4. grass  | 6. iron |

Read Directions for Teachers, X.

---

## LESSON IX. YES AND NO

I. *Copy these questions and their answers : —*

1. Did you go to the market this morning?  
Yes, I went to the market.
2. Did you buy a new slate?  
No, I bought a pair of shoes.
3. Did you buy canvas shoes?  
Yes, I bought low canvas shoes.
4. Will you wear them to school to-morrow?  
No, I shall wear my old shoes.

What mark is placed after *Yes* and *No* in these sentences?



11. *Write a statement in answer to each of these questions, using "Yes" or "No": —*

1. Do you see a carromata in this picture?
2. Is a carabao pulling the cart?
3. Is the vaca running?
4. Are a mother and her daughter in the cart?
5. Is the mother holding an umbrella?
6. Do you know what they have in the cart?
7. Does the vaca look like a carabao?
8. Can a vaca go faster than a carabao?
9. Does a vaca like the mud and water?

Did you put a comma after *Yes* or *No* in each of your answers in this exercise?

## LESSON X. PICTURE STUDY



I. *Answer these questions orally :—*

How many persons do you see in this picture?  
What are they doing? What colors are the jars?  
What kinds of jars have they made? Have they  
made a stove?

Of what do they make the jars? Where is the  
clay found? How is the clay made into jars?

Are these jars hard? How are the jars made hard?  
How are the jars baked? What color are the hard  
jars?

What other things are made of clay? Have you ever seen jars made? Are there jars and stoves at your home? Where were they made?

II. *Write statements telling all you can about how jars are made.*

---

## LESSON XI. CONTRACTIONS

I. *Copy these statements.*

1. I can't find my reading book.
2. I didn't take it from my desk.
3. Haven't you had it to-day?
4. I'll try to find it for you.
5. Isn't it in your desk now?
6. No, there's no book in my desk.
7. We'll look for it under the desk.
8. I've found it. It wasn't lost.

The words *can't*, *didn't*, *haven't*, *I'll*, *isn't*, *there's*, *we'll*, *I've*, and *wasn't* are called **contractions**, because they have been shortened, or contracted.

Some letter or letters have been omitted. *Didn't* means *did not*, *I'll* means *I will*, *I've* means *I have*.

What letter is omitted in *didn't*? In *there's*?

What letters are omitted in *I've*? In *we'll*?

---

A little mark is placed over the word to show where the letters are omitted. This mark is called an **apostrophe**.

II. *Copy and learn these contractions:—*

I'll	= I will	there's	= there is
he'll	= he will	didn't	= did not
you'll	= you will	don't	= do not
she'll	= she will	here's	= here is
I've	= I have	I'd	= I would
you've	= you have	that's	= that is
ne'er	= never	it's	= it is
e'er	= ever	we've	= we have
doesn't	can't	shouldn't	isn't
don't	wouldn't	aren't	hadn't

III. *Write these statements as the teacher dictates them to you:—*

1. Carl isn't going to school to-day.
2. He's going to see his grandfather.
3. He didn't go yesterday, for his grandfather wasn't at home.
4. I'm going with him, and we'll be gone all day.
5. Here's my fish basket. I've put five fishes in it. They aren't large. They're small.

## LESSON XII. REPRODUCTION

I. *Read this story : —*

## THE DEER AND THE MOUSE



One day a deer was asleep in the forest. A mouse ran over his nose. He awoke and put his foot on the mouse.

He was going to kill the mouse. But the mouse said: "Please do not kill me. Please let me go and some day I'll help you." Then the deer let the mouse go.

On the next day the deer was caught in a net. He could not get away. The little mouse came to help him. It made a hole in the net with its sharp teeth.

The deer came out of the net. He said, "Thank you, little mouse. I'm glad now that I didn't kill you yesterday."

II. *Answer these questions in statements :—*

Where was the deer? What did the mouse do? What did the mouse say? What did the deer do? What happened to the deer on the next day? How did the mouse help the deer? What did the deer say?

III. *Copy the statements in this story, that contain contractions.*

IV. *Tell this story in your own words.*

V. *Write the story of "The Deer and the Mouse" in your own words.*

Read Directions for Teachers, III, V.

---

### LESSON XIII. QUOTATIONS

1. The mouse said "Please let me go and some day I'll help you."
2. The deer said, "I am glad now that I didn't kill you."
3. "Who will gather the corn?" said the little red hen.
4. "We will not," said the cat, the dog, and the pig.

What did the mouse say? What are the words that the deer said? What are the exact words that the hen said? What are the exact words that the cat, the dog, and the pig said?

When we say or write the exact words that some one has said or written, we make a **quotation**.

What words form the quotation in the first statement? What words form the quotation in the fourth statement?

The little marks (" ") placed before and after a quotation are called **quotation marks**. They show what words are repeated or quoted.

We use quotation marks to show the exact words that are repeated or quoted.

I. *Copy the four sentences at the head of this lesson, on p. 89.*

II. *Copy these sentences, putting quotation marks where they are needed:—*

1. Will you come to my house to-morrow?  
said Anna.
2. I shall be glad to come, said Elisa.
3. What does she want now? said the fish.
4. The fisherman said, She wants a palace.
5. Are there any letters for me? said Alfred.
6. The postmaster said, Yes, here is a letter  
for you.
7. I am going to the market, said the old  
woman.
8. May we carry the jar and the basket for  
you? said the boys.
9. You are very kind, said the old woman.



## LESSON XIV. POEM

I. *Copy and learn this poem :—*

WHAT DOES LITTLE BIRDIE SAY?

What does little birdie say,  
In her nest at peep of day?  
“Let me fly,” says little birdie,  
“Mother, let me fly away.”  
“Birdie, rest a little longer,  
Till the little wings are stronger.”  
So she rests a little longer,  
Then she flies away.

What does little baby say,  
In her bed at peep of day?  
Baby says, like little birdie,  
“Let me rise and fly away.”  
“Baby, sleep a little longer,  
Till the little limbs are stronger.”  
If she sleeps a little longer,  
Baby, too, shall fly away.

This poem has two parts. Each part is called a stanza. In each stanza there are eight lines. Does each line begin with a capital letter or a small letter?  
Begin each line of a poem with a capital letter.

II. *Copy these words, writing a quotation in place of each blank:—*

1. The little birdie said, . . . . .
2. The mother bird said, . . . . .
3. The baby says, . . . . .
4. The mother says, . . . . .

Read Directions for Teachers, VIII.

### LESSON XV. WAS AND WERE

We use *was* when speaking of only one person, or thing.

We use *were* when speaking of more than one person or thing.

I. *Copy these sentences, writing the word "was" or "were" in place of each blank:—*

1. Where . . . . your father yesterday?
2. He . . . . in the fields gathering corn.
3. . . . your brothers with him?
4. No, they . . . . at school.
5. I . . . . at Uncle Martino's house.
6. Pedro and Leon . . . . with me.
7. Father and I . . . . pounding rice last night.
8. We . . . . standing under a mango tree.
9. There . . . . many mangoes on the tree.
10. There . . . . a pretty parrot in the tree.

II. *Write sentences using these words : —*

- |         |               |              |
|---------|---------------|--------------|
| 1. was  | 3. There was  | 5. Where was |
| 2. were | 4. There were | 6. Were they |

Review Lessons XXI, XXIV, LVI, Part I ; V, Part II.

---

## LESSON XVI. SINGULAR AND PLURAL NOUNS

I. *Copy these nouns : —*

Singular	Plural	Singular	Plural
man	men	mouse	mice
woman	women	ox	oxen
child	children	tooth	teeth
foot	feet	goose	geese

II. *Learn to spell these nouns correctly.*

III. *Write statements or questions using these words : —*

- |          |           |             |
|----------|-----------|-------------|
| 1. feet  | 3. leaf   | 5. women    |
| 2. mouse | 4. cities | 6. children |
- 

## LESSON XVII. WHAT THINGS ARE FOR

*Tell what these things are used for : —*

eyes	water	slates	hammer
ears	fire	hat	kites
hands	jars	bamboo	ink
pencil	carts	spoon	bed
books	carromatas	feet	wood
rice	banca	wings	chair

## LESSON XVIII. QUOTATIONS

I. *Copy these words and write a quotation in place of each blank:—*

1. The deer said to the heron, . . . . .
2. The heron said, . . . . .
3. The lizards said, . . . . .
4. The mice said, . . . . .
5. The cat said to the boy, . . . . .
6. The boy said, . . . . .
7. Then the cat said, . . . . .

II. *Write from memory the story of "The Little Crab and His Mother," or of "The Little Red Hen," or of "The Deer and the Heron." (See Insular Second Reader.)*

---

## LESSON XIX. INITIAL LETTERS

1. My name is Felix Menzon.
2. I sometimes write my name with two letters, F. M.
3. These two letters are called my **initials**.

The first letter in a word is called the **initial letter** of the word. The initial letter of the name Carlos is C., of Felix is F., and of Benito is B. The initial letter of the name Menzon is M.

- V. D. are the initial letters of Valencio Dison.  
 C. L. F. are the initials of Clara Luisa Flores.  
 C. B. V. are the initials of Carlos Benito Viterio.

What mark is placed after each initial letter?  
 Put a period after each initial letter.

I. *Write the initial letters of these names:—*

Ana Gonzales	Fortunata Goco
Juan Reyes Gascon	Mercado Torres
Benito Francisco Campo	Francisco Elizalde
Mercedes Santos	Clementina Dunga

II. *Write the initial letters of:—*

1. Your own name.
2. The names of your father and your mother.
3. The names of five of your friends.

## LESSON XX. DICTATION AND REPRODUCTION

I. *Read this story:—*

### THE TREES AND THE WOODCHOPPER

A woodchopper had an ax, but he had no handle for it. He went into the forest. He said to the large trees, "Will you please give me a handle for my ax?"

The large trees said, "Yes, you may take that little tree growing there by the brook."



The man cut down the little tree with his bolo and made a handle for his ax. Then, he took his ax and began to cut down the large trees.

"We shall all die now," cried the big trees.

"We were strong, but the little tree was weak.

If we had helped the little tree, we should all be happy now."

II. *Answer these questions in statements: —*

1. What had the woodchopper and what did he not have?
2. Where did he go?
3. What did he say to the large trees?
4. What did the large trees say?
5. What did he do after he had made the handle?
6. What did the large trees say then?
7. Should we help people who are poor and weak?

III. *Write this story as the teacher dictates it to you.*

IV. *Write this story in your own words.*

## LESSON XXI. ABBREVIATIONS

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

These are the shortened names of some of the months.

These shortened names are called **abbreviations**.

What mark is placed after each of these abbreviations ?

**A period is placed after every abbreviation.**

I. *Copy the abbreviations of the names of the months.  
Write after each abbreviation the full name of the month.*

II. *Copy and learn these abbreviations : —*

Mr.	Mister	P. I.	Philippine Islands
Mrs.	Missis	U. S.	United States
Dr.	Doctor	Sun.	Sunday
St.	Street	Mon.	Monday
yd.	yard	Tues.	Tuesday
doz.	dozen	Wed.	Wednesday
m.	meter	Thurs.	Thursday
A.M.	forenoon	Fri.	Friday
P.M.	afternoon	Sat.	Saturday
Gov.	Governor	Supt.	Superintendent
Sec.	Secretary	Pres.	President

## LESSON XXII. TITLES

Mister	Mr.	General	Gen.
Mistress, or	} Mrs.	Captain	Capt.
Missis		Governor	Gov.
Miss		Superintendent	Supt.
Master		President	Pres.
Doctor	Dr.	Secretary	Sec.

These words are called **titles**.

They are used before or after the names of persons when we speak or write about them.

*Mister* is used before the name of a man.

*Missis* is used before the name of a married woman.

Always write the abbreviations, "Mr." and "Mrs.," instead of the words "Mister" and "Missis."

*Miss* is used before the name of a girl or of a woman who is not married.

*Master* is sometimes used before the name of a boy.

*Doctor*, *General*, and some other names are used before or after the names of some men.

I. *Copy and learn these titles and their abbreviations.*

II. *Copy the following names and titles : —*

Miss Anna Carreon

Master Juan Carreon

Mr. Tomas Carreon

Mrs. Maria Carreon



Dr. José Rizal  
 General George Washington  
 Governor Francisco Joven  
 President Theodore Roosevelt  
 Carlos P. Suarez, Secretary

III. *Write the names of your father, mother, sisters, brothers, a cousin, an uncle, an aunt, using the titles Mr., Mrs., Miss.*

---

### LESSON XXIII. LETTERS

I. *Copy this letter :—*

Iloilo, P. I.  
 May 30, 1904.

My dear Mother:—

I am now at Uncle Tomas's farm. I came here yesterday with Cousin Marcos.

We are having a good time. Last night we were fishing. Marcos caught a turtle and I caught two eels. This morning we have been shooting with our bows and arrows.

To-morrow we are going to the forest with Uncle Tomas. We shall ride in a cart. I have never been in a forest. I want to

see the big trees. I hope we may see some monkeys.

I will write again and tell you about what I saw.

Your loving son,  
Felipe Capiz.

II. *Suppose you were going into the forest with Felipe and his uncle. Write a letter to your mother, telling her about what you saw.*

III. *Suppose you were visiting a cousin in the country or in the city. Write a letter to your father telling him about what you are doing.*

Review Lessons LXI, LXII, LXVI, Part I.

---

## LESSON XXIV. ADDRESSES.

*Draw or make envelopes, and write on them the addresses of these people :—*

1. Mr. Francisco Perez, who lives at 48 Isabela St., in Aparri, in Cagayán province in the Philippine Islands.
2. Miss Leonora Hernandez, who lives in Macabebe, in Pampanga in the Philippine Islands.
3. Mr. James A. White, who lives at 125 Eighth Ave., in Philadelphia, in the state of Pennsylvania in the United States.
4. Mrs. Maxima Nicdao, who lives in Cebú, on the island of Cebú in the Philippine Islands.

5. Mr. George Henderson, who lives at 12 Mountain St., in San Francisco, in California in the United States.

Review Lesson LXII, Part I.

---

## LESSON XXV. *HAVE* AND *HAS*—REVIEW

We use *has* when speaking of only one person or thing.

We use *have* when speaking of more than one person or thing.

I. *Copy these sentences, writing the word "has" or "have" in place of each blank:—*

1. A frog . . . . four legs and no tail.
2. Young tadpoles . . . . a tail and no legs.
3. A turtle . . . . a hard shell on its back.
4. Some worms . . . . a hundred legs.
5. The areca and cocoa palms . . . . large leaves.
6. Sotero . . . . a new knife and an old penny.
7. Simon and Sotero . . . . pencils and pens.

II. *Write sentences using "has" or "have" with each of these words:—*

- |         |             |                    |
|---------|-------------|--------------------|
| 1. I    | 4. Valencio | 7. She             |
| 2. You  | 5. He       | 8. Felix and Pablo |
| 3. They | 6. Marta    | 9. Horses          |

Review Lessons VII, IX, XVI, XLVIII, Part I.

---

## LESSON XXVI. PICTURE STUDY



- I. *Write ten questions about what you see in this picture.*  
II. *Write statements telling:—*

1. The names of the boy and girl.
2. What they tied on the dog's head.
3. Where they made him sit.
4. What they said to him.

Read Directions for Teachers, VI.

---

## LESSON XXVII. VOWELS AND CONSONANTS

These twenty-six letters — a b c d e f g h i  
j k l m n o p q r s t u v w x y z — are called  
the alphabet.

Five letters of the alphabet — a e i o u — are called **vowels**. Sometimes w and y are vowels.

All the other letters of the alphabet are called **consonants**.

Each vowel has more than one sound : —

a — mǎde, hǎt, cǎrt, ǎll, bǎre, collǎr, ǎsk, whǎt.

e — hē, nēt, hēr.

i — tīme, It, bīrd.

o — nō, nōt, wōrd, bōught.

u — yōū, ūp, būrn.

Nearly all the consonants represent only one sound. A few represent more than one sound : —

s — sun, thesē.

g — go, cāge.

c — ean, rīce.

y — year, lazŷ, rhŷme.

th — thin, this.

w — was, drēw.

*Spell these words and tell which of the letters are consonants and which are vowels : —*

kīndnēss

ġēntle

fārmēr

gōōdnēss

bāneä

fēnce

fīnished

būndle

fēathērs

pōtātōes

nēphew

ūntīl

bēans

niēce

taught

## LESSON XXVIII. A AND AN

I. *Read these statements:—*

1. I bought a banana and an orange.
2. A hen has an egg in a nest.
3. An old man carried an empty jar.
4. I saw an ant, a bee, and an eagle.

Before what words is *a* used? Do these words begin with a vowel or a consonant sound?

Before what words is *an* used? Do these words begin with a vowel or a consonant sound?

Use *a* before words beginning with a consonant sound.

Use *an* before words beginning with a vowel sound.

II. *Copy these words:—*

a grasshopper	an ink bottle
a rice field	an indigo plant
a very old man	an honest man
a red parrot	an old hat

III. *Copy these words, writing before each "an" or "a":—*

.... picture	.... green parrot
.... old picture	.... orange tree
.... aunt	.... hen's nest
.... brown ant	.... island
.... ant's nest	.... large island

## LESSON XXIX. NAMES OF THINGS

I. *Write* : —

1. The names of ten things in the singular form.
2. The names of ten things in the plural form.

II. *Write "an" or "a" before each of the nouns which you have written in Exercise I.*

## LESSON XXX. DICTATION

I. *Read these statements* : —

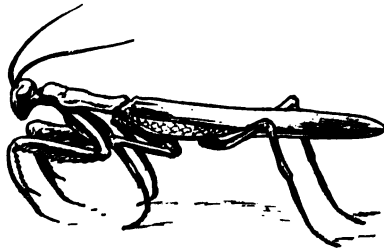
## THE MANTIS

The mantis is a large insect. It has a long body and six long legs. Its eyes are large. On its head there are two long feelers.

The mantis eats insects. It catches them with its strong front legs.

After eating an insect, the mantis cleans its face and feet. Then it is ready to catch another insect.

The mantis lives among the leaves of trees



and plants. It holds up its front legs and waits for insects to come near it.

The mantis goes about in the evening. It can fly well. It likes to fight with other insects. Sometimes it will fight with another mantis.

The mantis is very useful. It catches many insects which do harm.

II. *Copy the nouns in these statements about "The Mantis." Tell which of the nouns are plural.*

III. *Answer these questions in statements:—*

1. What is the mantis?
2. What does it eat?
3. How does it catch insects?
4. When does the mantis come out to catch insects?
5. Have you ever seen a mantis?
6. Do you think you can find one?
7. Could you keep it as a pet and give it flies to eat?

IV. *Write the statements about "The Mantis" as the teacher dictates them to you.*

---

## LESSON XXXI. SPELLING

I. *Copy these names:—*

### NAMES OF THINGS IN THE COUNTRY

country	hill	nipa	harrow
road	mountain	seashore	sled



fence	volcano	stones	hemp
ditch	field	rock	potato
brook	plain	mud	melon
pond	swamp	garden	bamboo
river	forest	plow	lettuce
lake	paddy	sand	cacao

II. *Write these words as your teacher dictates them to you.*

Read Directions for Teachers, IX.

---

## LESSON XXXII. REVIEW

I. *Tell which of these nouns are singular and which are plural: —*

bow	ground	mice	flies
arrows	thumbs	fence	feet
feather	boxes	farmers	foot
joint	men	wife	woman

II. *Write ten nouns that mean more than one.*

III. *Write "an" or "a" before each of the nouns that you have written in Exercise II.*

IV. *Copy these sentences, writing "was" or "were" in place of each blank: —*

Yesterday my brother and I . . . . going to the market. In a tree by the road, there . . . . two red parrots. They . . . . eating some kind of fruit. One parrot . . . . making a loud noise.

It .... smaller than the other parrot. It .... trying to get all the fruit.

We found a tailor bird's nest. In the nest there .... two little birds. .... the mother bird on the nest? .... the little birds large enough to fly?

V. *Write these statements as the teacher dictates them to you:—*

1. "Who will eat the cakes?" said the little red hen.
2. "We will," said the cat, the dog, and the pig.
3. José said, "I don't know how to write a letter."
4. His teacher said: "You haven't tried. You can't do anything if you don't try."

VI. *Write an abbreviation for each of these words:—*

Mister	December	Philippine Islands
General	Friday	United States
Doctor	Street	Saturday

---

### LESSON XXXIII. PROPER NOUNS

1. *Copy and spell these names:—*

Ramona	Negros	Monday
Manila	Iloílo	Antonio
San Juan	America	Martha Reyes
José Rizal	Union	Theodore Roosevelt

---

These nouns are the names of certain persons, places, or things. They are called **proper nouns**.

Each proper noun begins with a capital letter.

II. *Write* :—

1. The full names of five persons.
  2. The names of five cities or towns.
  3. The names of five provinces.
  4. The names of five countries.
  5. The names of five rivers.
- 

## LESSON XXXIV. COMMON NOUNS

I. *Read these statements* :—

1. Anda Santos Mercado is a boy.
2. Manila is a large city on the Pasig river.
3. Bulacán is a province in Luzón.

In these statements which words are nouns?  
Which of the nouns are proper nouns?

Anda Santos Mercado is the name of one boy. Manila is the name of a particular city, Pasig of a particular river, and Bulacán of a particular province. But there are many, many boys, cities, rivers, provinces, and islands in the world.

These nouns — *boy, city, river, province, and island* — are the names of classes of things.

Nouns that are the names of classes of things are called **common nouns**.

---

II. *Read these names, telling which are common nouns and which are proper nouns:—*

house	province	day
Central School	Tarlac	Tuesday
church	island	month
Christo Church	Panay	February

III. *Write these statements from dictation. Tell which of the words are common nouns and which are proper nouns:—*

1. Good Friday is a holiday in March.
2. Rizal Day was on December 30.
3. Mr. Pedro Dizon is going to Bacolód.
4. His boat will go near the island of Romblón.
5. George Washington was an American.
6. José Rizal was a Filipino.
7. Mayón is the name of a volcano in Albay province.
8. Magellan was killed on the island of Mactán.

Read Directions for Teachers, X.

---

## LESSON XXXV. REPRODUCTION

I. *Read this story:—*

### THE MOUSE AND THE FROG

One day Mr. Frog met Mrs. Mouse. He said: "Good morning, Mrs. Mouse. Come to see my pretty house. I have many things that I wish to show you."

"Where is your house?" said Mrs. Mouse.

"It is in the lake," said Mr. Frog.

"I cannot go, for I cannot swim," said Mrs. Mouse.

"I will teach you how to swim," said Mr. Frog.

They walked together to the lake. Then Mr. Frog took a piece of grass and tied one of his legs to one of the legs of Mrs. Mouse. He jumped into the water. He swam about, pulling Mrs. Mouse after him. Poor Mrs. Mouse could not swim, and she was soon drowned.

A hawk saw them in the water. She took Mrs. Mouse in her claws and flew away to her nest. Bad Mr. Frog was carried away, too, and the hawk ate him.

II. *Copy all the nouns that you can find in this story.*

III. *Tell which of the nouns in this story are common nouns.*

IV. *Copy the statements in this story that contain quotations.*

V. *Tell the story in your own words.*

VI. *Write the story in your own words.*

Read Directions for Teachers, V.

## LESSON XXXVI. SYLLABLES

I. *Pronounce these words : —*

stēal	mōn-kēy	eār-rŷ-īng
stōle	wōn-dēr	beaū-tī-ful
hōt	ā-wāke	eār-pēn-tēr
eōld	lā-zŷ	shōe-māk-ēr

Which of these words have only one part? Which have two parts? Which have three parts?

We say or pronounce each part separately. The parts of words, which we pronounce separately, are called **syllables**.

*steal* has only one syllable.

*mon-key* has two syllables.

*car-ry-ing* has three syllables.

*rec-om-men-da-tion* has five syllables.

II. *Copy and spell these words by syllables : —*

scis-sors	Ne-gri-to	Ta-gal-og
grand-fa-ther	af-ter-noon	Bul-a-cán
po-ta-toes	veg-e-ta-bles	syl-la-ble
gar-den	but-ter-flies	di-vid-ed

III. *Copy these words and divide them into syllables : —*

husband	breakfast	January
family	quickly	envelope
children	animals	postage
cousin	grasshopper	November

## LESSON XXXVII. ACCENTED SYLLABLES

In words having two or more syllables, one of the syllables is pronounced more strongly than the other syllables. In these words, *yēs'terday*, *Mon'day*, *play'ing*, the first syllable is pronounced more strongly. These syllables are called **accented syllables**.

This little mark ('), called an **accent**, is often placed over a word to show which is the accented syllable.

I. *Pronounce these words and tell which syllables are accented:—*

beaū'ti ful	sēlf'ish	Tār'lāe
ŭg'lŷ	ōr'dēr lŷ	Lŷ zōn'
eōw'ārd lŷ	ŭn sēlf'ish	Bŷ lā cān'
ŭn frīēnd'lŷ	eōŭr'ūge	Ī lō ĭlō

II. *Copy these words, dividing them into syllables. Place the accent over the accented syllable:—*

Monday	syllable	begin	belong
honest	children	banana	believe

## LESSON XXXVIII. THE HYPHEN

Sometimes there is not room to write all of a word at the end of a line. Then the word must be divided by syllables, and one or more syllables of the word must be placed at the beginning of the next line. A hyphen must be placed after the syllable or syllable-

bles on the first line, to show that the word **has** been divided.

In some words, which are composed of two words, a hyphen is always used between the words.

I. *Find words in this book which have been divided at the ends of the lines.*

II. *Copy these words :—*

to-night

to-morrow

twenty-fifth

to-day

forty-eight

ninety-ninth

## LESSON XXXIX. COMPOSITION



I. *Answer these questions in statements :—*

Where are these children? What are they doing? Where are they going? Do they



live in the houses? What is the boy doing? What has the little girl in her hand? Do you think she will catch a fish? What has one of the larger girls in her arms?

Is the wind blowing? Do you think they will reach home safely? Is the water deep? What will their mother say to them? What will the children say to their mother?

II. *Write a story about the children in the boat.*

---

## LESSON XL. THE POSSESSIVE FORM OF NOUNS

I. *Copy these statements : —*

1. Juan's horse was small and black.
2. The horse's feet were white.
3. My father's hair is long and gray.
4. The hornbill's nest is in a hole in a tree.
5. My dog's name is Leo.

Whose horse was small and black? What is added to the word *Juan* to show this?

Whose hair is long and gray? What is added to the word *father* to show this?

Whose feet, whose nest, whose name are spoken of in these statements?

The apostrophe and s ('s) are added to the nouns — Juan, horse, father, hornbill, and dog — to show possession. Are these nouns singular or plural?

**We add an apostrophe and s to a singular noun to show possession.**

II. *Write sentences using these words : —*

- |                 |                   |
|-----------------|-------------------|
| 1. Maria's doll | 3. brother's kite |
| 2. mother's jar | 4. fly's wings    |

III. *Copy these nouns, changing them so as to show possession : —*

boy	teacher	bat	man
mother	Luisa	fish	girl
baby	Ramona	ant	dove
aunt	uncle	cousin	deer

---

## LESSON XLI. THE POSSESSIVE FORM OF NOUNS

I. *Read these statements : —*

1. The boys' kites were high in the air.
2. The girls' dresses were brown and white.
3. The birds' eggs were large and blue.
4. Dogs' feet are called paws.

In the first sentence, whose kites are spoken of? With what letter does this word end? What is

added to it to show possession? Is the word *boys* singular or plural?

Whose dresses are brown and white? Is the word *girls* singular or plural? With what letter does it end? What is added to it to show possession?

Are the words *birds* and *dogs* singular or plural? With what letter do they end? What is added to them to show possession?

These words — *boys, girls, birds, dogs* — are plural nouns. They end in *s*. Only the apostrophe is added to them to show possession.

**When plural nouns end in *s*, only the apostrophe is added to show possession.**

II. *Copy these nouns. Tell which show possession.*

crabs' legs	dragon flies' wings
turtles' shells	bats' ears
herons' nests	fishes' fins

III. *Write sentences using these nouns : —*

1. horses'	2. cats'	3. chickens'
------------	----------	--------------

IV. *Copy these nouns, changing them so as to show possession : —*

girl	ant	bees	Anna
girls	flies	wasp	wives
boy	doll	pig	wife
boys	babies	dogs	fish

## LESSON XLII. THE POSSESSIVE FORM OF NOUNS

### I. *Copy these words : —*

men's hats	women's dresses
children's slippers	mice's tails

Which of these nouns show possession? Are they singular or plural? With what letter does each end? What is added to each to show possession?

These nouns, — *men, women, children, mice*, — are plural nouns. They do not end in *s*. To show possession both the apostrophe and *s* are added to each.

When plural nouns do not end in *s*, both the apostrophe and *s* are added to show possession.

### II. *Copy these nouns, which show possession or are in the possessive form : —*

boy's	sister's	ladies'
men's	boys'	teacher's
girls'	man's	women's
bees'	mouse's	Leon's

### III. *Draw a line under each of the plural nouns that you have copied in Exercise II.*

### IV. *Write the possessive form of these nouns : —*

friend	cousin	horses	doctor
sailors	brother	child	uncle
woman	mice	ladies	ants

## LESSON XLIII. NOUNS — REVIEW

I. *Answer these questions in statements : —*

1. What is a noun?
2. When is a noun in the singular number?
3. When is a noun in the plural number?
4. What are proper nouns?
5. What are common nouns?

II. *Write : —*

1. Ten proper nouns.
2. Ten common nouns.
3. Ten singular nouns in the possessive form.
4. Ten plural nouns in the possessive form.

III. *Write the singular form of these nouns : —*

leaves	men	flies	children
boxes	mice	babies	wings
horses	halves	monkeys	oranges

IV. *Write the possessive form of these nouns : —*

dog	boy	fish	farmers
tree	bats	shoemaker	wives
girls	men	blacksmith	daughter

V. *Copy these nouns, dividing them into syllables : —*

April	January	banana
mango	Manila	carromata
animals	Tuesday	carabao

LESSON XLIV. DICTATION AND REPRO-  
DUCTION



I. *Read this story : —*

THE FOOLISH FROG

A mother frog lived by a pond of water. She had seven little frogs. One day a horse came to the pond to drink. He stepped on one of the little frogs and killed it.

The mother frog was away. When she came home, she could find only six of her children. She said to them : “Where is your little brother? I do not see him anywhere.”

Then the oldest daughter said : “A large

animal came to the pond. Greenie was asleep near the water. The animal stepped on him and killed him."

Then the mother puffed herself out and said, "Was the animal as large as I am now?"

The children said, "Please do not try to make yourself as big as a horse."

II. *Answer these questions in statements:—*

1. Where did the mother frog live? 2. How many children had she? 3. What came to the pond one day? 4. What happened to one of the little frogs? 5. What did the mother say when she came home? 6. What did the oldest daughter say? 7. What did the mother frog try to do then?

III. *Write this story as your teacher dictates it to you.*

IV. *Write this story in your own words.*

## LESSON XLV. POEM

I. *Learn this poem:—*

### LITTLE THINGS

When God makes a lovely thing,  
The fairest and completest,  
He makes it little, don't you know?  
For little things are sweetest.

Little birds and little flowers,  
 Little diamonds and little pearls;  
 But the dearest things on earth  
 Are the little boys and girls.

II. *Copy the poem.*

III. *Write the poem from memory.*

---

## LESSON XLVI. NAMES OF PARTS OF THINGS

I. *Copy and learn to spell these names of the parts of the body :—*

head	{	eyes, nose	trunk	{	chest
		ears, mouth			abdomen
		lips, throat			shoulders
		tongue, face			back
		hair, eyelids			waist
arms	{	eyebrows, cheeks	legs	{	neck
		hands, wrists			feet, ankles
		elbows, fingers			toes, knees
		thumbs			thighs

II. *Learn and write the names of the parts of :—*

- |            |            |             |
|------------|------------|-------------|
| 1. a tree  | 3. a cart  | 5. a flower |
| 2. a house | 4. a dress | 6. a shoe   |



## LESSON XLVII. SENTENCES

Statements and questions are called **sentences**.

*Sentences* : How many legs has a spider ?

A spider has eight legs.

A sentence expresses a thought. We speak or write our thoughts in sentences.

I. *Write one sentence about each of these things* : —

- |             |             |           |
|-------------|-------------|-----------|
| 1. home     | 3. seashore | 5. sun    |
| 2. sailboat | 4. sky      | 6. clouds |

II. *Arrange these words so that they will make sentences.*

*Then write the sentences* : —

1. butterfly flower A on was the.
2. had wings It yellow.
3. live air Fish cannot in the.
4. talk Some can parrots.
5. to sometimes like write Do you ?

## LESSON XLVIII. SPELLING

I. *Copy and learn to spell these words* : —

## NAMES OF FOODS

bread	rice	ham	vinegar	potatoes
flour	sugar	tea	cheese	fish
meat	salt	eggs	milk	crabs
soup	chocolate	eels	taro	bananas

## LESSON XLIX. COMPOSITION



I. *Answer these questions in statements: —*

What is this girl carrying?  
Has she many fishes? Did she  
catch them? How were they  
caught?

What will she do with them?  
What will she buy?

Have you ever been fish-  
ing? When? Did you go in  
a boat? Did you have a net,  
a line, or a basket? Who was  
with you? Where did you go?  
What did you do with the  
fish?

II. *Write sentences telling about going fishing. Tell: —*

1. How fish are caught.
2. Where they are caught.
3. Some of the kinds of fish.
4. How you went fishing.
5. Where you went.
6. Who went with you.
7. What you caught.
8. What you did with them.
9. What kinds of fish you like best to catch.

## LESSON L. DICTATION

I. *Read these sentences :—*

## THE FLYING LEMUR



The flying lemur looks much like a large bat. It is as large as a cat. It is sometimes called the Colugo. Its head and ears are small. It has four legs and four feet.

It has no real wings. Between its front legs and its hind legs and tail, there is a thin, hairy skin. When it wishes to fly, it jumps from a tree and spreads its legs as wide as it can. Then it flies like a kite, but not like a bird.

It lives in the trees in the forests. It has long claws for climbing the trees. It sleeps in the day and goes about at night. It eats insects, leaves, fruit, and birds. It is a harmless animal. Its cry is like the cry of a child.

II. *Write statements in answer to these questions: —*

1. What is the flying lemur?
2. What does it look much like?
3. How large is it?
4. Has it real wings?
5. How does it fly?
6. Where does it live?
7. What does it eat?
8. When does it sleep?

III. *Write the statements about "The Flying Lemur" as the teacher dictates them to you.*

---

LESSON LI. COMMA IN ADDRESS

I. *Copy these sentences: —*

1. Mother, please may I take your needle?
2. Frank, do you know where Maximo is?
3. Where are you going, José?
4. Mother, is dinner ready?
5. When school is out, Anda, will you walk home with me?
6. Juan, please bring me your book.

Who is spoken to or addressed in the first sentence? Who is addressed in the second sentence? In the third sentence? In the fourth sentence? In the fifth? In the sixth?

---

What mark is placed after *Mother*? After *Frank*? Before *José*? What mark separates the word *Juan* from the remainder of the sentence? What marks separate the word *Anda* from the remainder of the sentence?

Use a comma or commas to separate the name of a person addressed from the remainder of the sentence.

II. Write five questions, addressing these persons:—

- |           |            |           |
|-----------|------------|-----------|
| 1. Mother | 3. Teacher | 5. Pedro  |
| 2. Leon   | 4. Elena   | 6. Father |

III. Write six commands telling your friends to do things for you.

---

## LESSON LII. LETTERS

I. Copy this letter:—

27 Real St., Manila, P. I.,  
March 14, 1905.

Miss Mercedes Banta,  
408 San Miguel St.,  
Manila.

Dear Mercedes:—

Next Tuesday will be my birthday. I shall then be thirteen years old. In the evening

I shall have a birthday party. Mother and I want you and your little sister, Joséfa, to come.

We shall have dinner at seven o'clock. After dinner we shall play many games.

Please come as early as you can, for there are many things that I wish to tell you.

Your friend,

Marta Engaño.

II. *Copy this letter :—*

408 San Miguel St., Manila, P. I.,  
March 15, 1905.

Miss Marta Engaño,  
27 Real St.,  
Manila.

Dear Marta :—

Joséfa and I shall be very glad to come to your birthday party on Tuesday evening. Mother says that we may come at six o'clock. We hope it will be a very happy day for you.

Your friend,

Mercedes Banta.

## LESSON LIII. COMMA IN SERIES

I. *Copy these statements : —*

1. Maria, Ina, Leona, and Marta are girls.
2. My brothers are Leon, Francisco, Pablo, and Tomas.
3. Bananas, oranges, chicos, and mangoes are fruits.
4. Boys can run, jump, swim, ride, work, and play.

When several words are written together,—as Maria, Ina, Leona, and Marta,—they form a series of words.

In the second sentence there is a series of names of boys. In the third sentence there is a series of names of fruits. In these series of words, what mark is placed after each word except the last ?

**Place a comma after each word of a series except the last word.**

II. *Write these statements from dictation : —*

1. Horses, crabs, birds, and fish are animals.
2. Parrots, kingfishers, herons, and hornbills are birds.
3. We use bamboo for making houses, mats, hats, cups, fences, and many other things.
4. I study reading, spelling, writing, arithmetic, geography, and history.

III. *Write statements telling: —*

1. Four things that you can do.
  2. The names of five insects.
  3. The names of five of your friends.
  4. The names of five things that are made of wood.
  5. The names of five islands in the Philippines.
  6. The names of five foods.
  7. The names of the parts of a tree.
- 

LESSON LIV. COMBINING SENTENCES

I. *Write one sentence for each of these groups of sentences: —*

1. { Bananas are a fruit.  
Oranges are a fruit.  
Chicos are a fruit.

EXAMPLE. — Bananas, oranges, and chicos are fruits.

2. { My hat is large.  
My hat is black.  
My hat is old.
3. { The parrot is a bird.  
The kingfisher is a bird.  
The heron is a bird.  
The eagle is a bird.
4. { Maria has a pen.  
Leon has a pen.  
I have a pen.



5. { A horse can pull.  
A horse can run.  
A horse can swim.
6. { The bat is an animal.  
The fish is an animal.  
The horse is an animal.
- 

## LESSON LV. SPELLING

I. *Copy and learn to spell these names of persons who work:—*

## THE WORKERS

farmer	driver	lawyer
baker	merchant	soldier
tailor	carpenter	policeman
weaver	shoemaker	postmaster
hatter	blacksmith	potter
barber	teacher	fisherman
doctor	clerk	sailor
mason	writer	painter

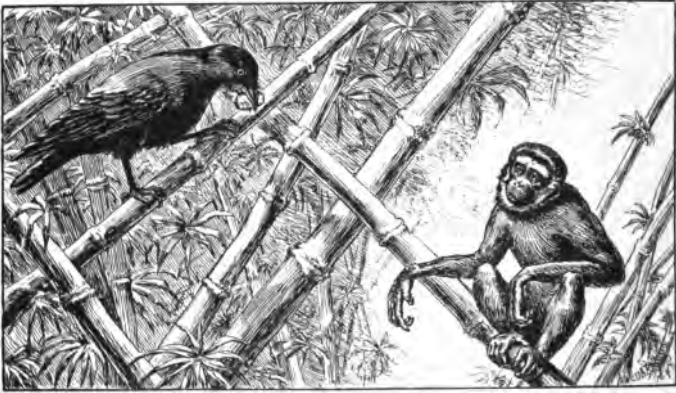
II. *Make statements telling what each of these workers does; as,—*

The weaver makes cloth.

The blacksmith makes things of iron.

III. *Spell the names of the workers as the teacher dictates them to you.*

## LESSON LVI. REPRODUCTION



I. *Read this story : —*

## THE MONKEY AND THE CROW

A crow found a piece of bread. She took it in her bill and flew to some bamboos near a forest.

A monkey was in the bamboos. He saw the crow with the piece of bread. He wanted to get the bread. So he said to the crow : “You are a very pretty crow. You have very beautiful feathers. If you can sing, I think you must be the queen of all the birds.”

The crow was very proud. She liked what

the monkey had said. She wanted to show him how well she could sing. She opened her mouth and said, "Caw! Caw!"

The bread fell to the ground and the monkey got it. Then he said to the crow, "You have a good voice, but you are more beautiful than wise."

II. *Answer these questions in statements:—*

1. What did the crow find? 2. Where did she fly? 3. What was in the tree? 4. What did the monkey say to the crow? 5. Why did he tell the crow that she was very beautiful? 6. Why did he want the crow to sing? 7. What did the crow say? 8. What did the monkey tell the crow? 9. Did the monkey really believe that the crow could sing well?

III. *Copy the sentences in this story that contain quotations.*

IV. *Write the story from memory in your own words.*

## LESSON LVII. NAMES OF GOD

I. *Copy these names of God:—*

God	Our Father	King of Heaven
Lord	Creator	Jehovah

II. *Copy these names of Jesus* : —

Jesus	The Son	The Holy Child
Christ	Our Savior	Our Shepherd

The names of God and of Jesus always begin with capital letters.

III. *Copy this "Morning Prayer"* : —

Father, we thank Thee for the night  
 And for the pleasant morning light,  
 For rest and food, and loving care,  
 And all that makes the world so fair.  
 Help us to do the thing we should,  
 To be to others kind and good,  
 In all we do, in all we say,  
 To grow more loving every day.

---

LESSON LVIII. REVIEW

I. *Write from memory* : —

1. The names of the days of the week.
2. The names of the months of the year.
3. The names of three poems.
4. The names or titles of three stories.
5. The names of three books.
6. A stanza of some poem.

II. *Write from dictation:—*

1. Miss Elena Suaco is in San Miguel.
2. Dr. Frank Rosario said, "I love honest men."
3. God is our Father in Heaven, and Christ is His Son.
4. Admiral Dewey destroyed the Spanish warships at Cavite on May 1, 1898.
5. Have you read the story about "The Bell of Justice"?

III. *Copy these words, writing before each the word "a" or "an":—*

.... high hill	.... old goat
.... young tree	.... kind friend
.... easy lesson	.... useful plant
.... lazy boy	.... gray coat

IV. *Copy these words, dividing them into syllables:—*

enjoy	prettier	vegetable
forget	kingdom	Tagalog
waterfall	prayed	afternoon
envelope	tomatoes	yesterday

V. *Mark the accented syllable in each of the words that you have copied in Exercise IV.*

VI. *Use each of these words in a statement and in a question:—*

is	are	was	were	has	have
----	-----	-----	------	-----	------

VII. *Write these sentences from dictation : —*

1. I don't know my lesson.
2. To-day isn't Friday.
3. Haven't you seen my pencil?
4. I'm going to school if it doesn't rain.
5. Didn't you see the nest in the tree?
6. Wasn't there an egg in the nest?

VIII. *Copy these nouns, changing them so that they shall show possession : —*

Negrito	Ramona	sisters	wife
Tagalog	Moro	sun	queen
Pampango	God	doves	bat

---

LESSON LIX. PRONOUNS

I. *Read these sentences : —*

1. Felipe Gomez said that Felipe Gomez had lost Felipe Gomez's book.
2. Felipe Gomez said that he had lost his book.
3. Felipe Gomez's teacher had given the book to Felipe Gomez.
4. His teacher had given the book to him.

In the second sentence what words are used instead of the name Felipe Gomez? In the fourth sentence

what words are used instead of the name Felipe Gomez?

These words — *he, his, and him* — are called **pronouns**. They are used instead of names.

**Words used instead of names are called pronouns.**

II. *Copy and learn these pronouns : —*

I, my, me	we, our, us
he, his, him	you, your
she, her	they, their, them
it, its	who, whose, whom

Which of these pronouns may be used instead of your name? Which pronouns may be used instead of Leon's name? Which pronouns may be used instead of Marta's name? Which pronouns may be used instead of the name of a bird?

Which pronouns may be used instead of the names of a friend and yourself? Which pronouns may be used when you are speaking about Leon and Marta?

---

## LESSON LX. PRONOUNS

I. *Write these sentences from dictation : —*

José and I caught a lizard. We carried it to our house. It did not try to bite us. I took it in my hand. It was not afraid of me.

Read Directions for Teachers, XI.

---

We gave it some flies to eat. They were alive. The lizard caught them on its tongue. Its tongue was long like a frog's tongue. The end of the tongue was sticky. The flies were caught on the end of the tongue and the lizard pulled them into its mouth. Have you ever seen a lizard catching flies?

II. *Draw a line under each of the pronouns in the sentences which you have written in Exercise I.*

III. *Copy these sentences, writing a pronoun in place of each blank:—*

1. Marcos has .... ball and .... kite.
2. .... didn't give .... to ....
3. Where did .... find .... pens?
4. Yes, .... were on .... desk?
5. ... took .... hat?

Read again Lessons XXIV, XLVIII, Part I, and V, XXV, Part II noticing the use of the pronouns.

---

## LESSON LXI. COMPOSITION

I. *Answer these questions in statements:—*

### IN THE MARKET

What do you see in the picture on p. 139? What is the woman selling? Which woman is buying the cloth? What kind of cloth is she buying? What will she do with it? How many yards will she buy? How much will she pay for each yard?





What kind of cloth has the woman for sale? Tell what the women are saying.

The woman who sells is the saleswoman.

The woman who buys is the buyer.

II. *Write about:* —

What you might see in the market.

What you would say to the saleswoman.

What the saleswoman would say to you.

## LESSON LXII. WORDS TO USE WITH *YOU*

I. *Copy these sentences:* —

1. Juan, have you seen my ball?
2. Boys, have you been to school?

3. Matilda, are you Francisco's sister?
4. Girls, are you studying your lessons?
5. Gregorio, were you at home last night?
6. Boys, where were you this morning?

In the first sentence instead of what noun is the pronoun *you* used? Instead of what noun is it used in the second sentence? Which of these nouns is singular? Which is plural? Is the word *have* or *has* used with *you* in these sentences?

Instead of what noun is *you* used in the third sentence? In the fourth sentence? Which of these nouns is singular? Which is plural? Is the word *is* or *are* used with *you*?

Instead of what noun is *you* used in the fifth sentence? In the sixth? With what word is *you* used in these sentences?

The pronoun *you* is used instead of a singular noun or a plural noun.

We always write or say *you are*, *you have*, or *you were*, and *are you*, *were you*, and *have you*.

II. Write sentences using these words:—

- |             |             |             |
|-------------|-------------|-------------|
| 1. you are  | 3. you have | 5. were you |
| 2. you were | 4. are you  | 6. have you |

Read Directions for Teachers, XI.

## LESSONS LXIII. POEM

I. *Copy and learn this poem :—*

## THE RAINBOW

The little Hiawatha  
Saw the rainbow in the heaven,  
In the eastern sky the rainbow,  
Whispered, "What is that, Nokomis?"  
And the good Nokomis answered:  
" 'Tis the heaven of flowers you see there:  
All the wild flowers of the forest,  
All the lilies of the prairies,  
When on earth they fade and perish,  
Blossom in that heaven above us."

II. *Write statements in answer to these questions :—*

1. What did little Hiawatha see?
2. Where was the rainbow?
3. What did Hiawatha say to Nokomis?
4. What did Nokomis answer?
5. Why did he call the rainbow "the heaven of the flowers"?
6. Are there as many colors in the wild flowers of the forest as in the rainbow?

III. *Recite this poem to your teacher.*

IV. *Write the poem from memory.*

## LESSON LXIV. SPELLING

I. *Copy and learn to spell these words : —*

## NAMES OF THINGS AT HOME

table	bed	daughter	plates
chair	wife	uncle	glasses
picture	coat	husband	saucers
mirror	comb	baby	bowls
clock	shoe	father	window
candle	broom	mother	coats
umbrella	aunt	sister	trousers
parasol	nephew	niece	dresses

II. *Spell the words from dictation.*

## LESSON LXV. REPRODUCTION

I. *Read this story : —*

## THE TWO BOYS

Two boys were walking along a road. The older brother found a cocoanut on the ground. He put it behind him and said to his little brother: "I have something in my hand. Which part of it will you have, the inside or the outside?"

“I will have the outside,” said the little boy. He got only the shell of the nut for his share. But he thought: “The next time I shall be wiser. I shall choose the inside.”

Then they went on their way. They soon came to a mango tree. The older brother found a mango. He held it in his hand behind him, and said to the little boy: “I have something in my hand. Which part of it will you have, the inside or the outside?”

The little boy said quickly, “I want the inside.” He got only the stone which is inside of the mango. Then his brother got another mango and gave it to him.

II. *Write statements in answer to these questions : —*

1. Where were the boys walking?
2. What did the older brother find?
3. What did he do with the nut?
4. What did he say to the younger brother?
5. What part of the nut did the little boy choose?
6. What did the other brother find the next time?
7. Which part of the mango did the little boy choose?
8. Do you think the little boy was wise?

III. *Tell which of the words in this story are pronouns.*

IV. *Tell the story from memory in your own words.*

V. *Write the story from memory in your own words.*

LESSON LXVI. TITLES OF BOOKS, POEMS,  
AND STORIES

I. *Copy these names or titles of books : —*

1. History of the Philippine Islands.
2. School Geography of the Philippines.
3. Big People and Little People of Other Lands.
4. El Divino Pastor.
5. Robinson Crusoe for Young Readers.
6. The Insular Third Reader.

II. *Copy these names of poems and stories : —*

1. Try, Try Again.
2. The Story of the Mango Tree.
3. Ina, the Queen of the Fishes.
4. What does Little Birdie say?
5. Kalapitnan, the Bat King.
6. The Rice and the Rainbow Tree.

In the names of books, poems, and stories the first word and all the important words begin with capital letters.

III. *Write : —*

1. The names of five books in your school.
2. The names of five poems that you have learned.
3. The names of five stories that you have read.

LESSON LXVII. *THIS* AND *THAT*, *THESE*  
AND *THOSE*

1. *Read these statements:—*

1. This is my hat.
2. That is your cap.
3. This hat is black,  
but that cap is white.
4. These boys are under a tree.
5. Those boys are in a boat.
6. These boys are my brothers.
7. I do not know those boys.
8. These boys are nearer than those boys.



Which seems the nearer to you, the hat or the cap? Is *this* or *that* used in speaking of the hat?

Which seem to be nearer to you, the boys under the tree or the boys in the boat? Is *these* or

*those* used in speaking of the boys which seem nearer?

We use *this* and *these* when speaking of things which are nearer to us.

We use *that* and *those* when speaking of things which are farther from us.

We use *this* or *that* when speaking of one thing.

We use *these* or *those* when speaking of more than one thing.

II. Copy these sentences, writing in place of each blank "*this*," "*that*," "*these*," or "*those*": —

1. Come here and look at . . . picture.
2. Do you see . . . bird in the tree?
3. Where are you carrying . . . books?
4. . . . trees are nearer than . . . trees.
5. Do you see . . . little white clouds?
6. I will sell . . . fishes for twenty cents.
7. . . . boats are a mile away.

Read Directions for Teachers, XIII.

## LESSON LXVIII. ADJECTIVES: WORDS THAT DESCRIBE

I. Read these statements: —

1. The new dress is made of red cloth.
2. The little boy has a big black hat.

In the first statement what word tells the kind of dress? What word tells the kind of cloth?

In the second statement what word tells the kind of boy? What words tell the kind of hat?



These words — *new, red, little, big, black* — are used to describe things. They are called **adjectives**.

II. *Copy these adjectives and the names of the things that they describe : —*

old hat	right hand	good boy
new hat	left hand	bad boy
black hat	brown hand	lazy boy
brown hat	dirty hand	honest boy
large hat	strong hand	careful boy
small hat	fat hand	tall boy
clean hat	little hand	happy boy

III. *As in Exercise II, write adjectives that describe —*

1. book
2. horse
3. tree

IV. *Copy these sentences, writing an adjective in place of each blank : —*

1. Here are a .... jar and a .... jar.



2. The butterfly has .... wings.

3. The horse is a .... animal.

4. The banana tree has ....  
leaves.



5. The .... girl is wearing a .... dress.

6. The bird had a .... neck and .... wings.

7. I saw a .... dragon fly on a .... flower.

## LESSON LXIX. ADJECTIVES

I. *Copy these sentences :—*

1. These bananas are ripe.
2. Yesterday was dark and rainy.
3. The oranges were sour and unripe.
4. Some rivers are long, wide, and deep.
5. My book is new and clean.

In the first sentence what word describes “bananas”? After what word is it used?

In the second sentence what words describe “yesterday”? After what word are they used?

Which words in the third sentence are adjectives? What do they describe? After what word are they used?

After what word are the adjectives used in the fourth sentence? In the fifth sentence?

Adjectives are sometimes used after the words *is*, *are*, *was*, and *were*.

II. *Copy these sentences, writing an adjective in place of each blank :—*

1. The day is . . . ., but the night is . . . .
2. The water in the brook is . . . . and . . . .
3. My fan is . . . . and . . . .
4. The man was . . . ., . . . ., and . . . .
5. Mountains are . . . ., but plains are . . . .

## LESSON LXX. REPRODUCTION

I. *Read this story:—*

## THE GIRL AND THE JAR OF MILK

A poor farmer had a pretty daughter. She was young and tall. One day he gave her a jar full of milk.

She put on her new blue dress and brown velvet slippers. Then she put the jar of milk on her head and went toward the market to sell the milk.

She began to think about selling the milk. She thought: "I shall sell the milk, and with the money I shall buy eggs. From the eggs I shall get many little chickens. When the chickens are large, I shall sell them for a good price. Then I shall buy a new brown silk dress.



“I shall wear the new dress to the church and the young men will see me. They will want to marry me. But I shall shake my head and — ”

She shook her head. The jar fell to the ground. It broke into small pieces, and the milk, the chickens, and the new dress were lost.

II. *Copy this story. Draw a line under each adjective.*

III. *Tell the story in your own words.*

IV. *Write the story in your own words.*

## LESSON LXXI. ADJECTIVES — WORDS OF OPPOSITE MEANING

I. *Copy these sentences : —*

1. Your hat is new, but my hat is old.
2. Iron is heavy, but feathers are light.
3. Stone is hard, but mud is soft.
4. Cocoa palms are tall, but grass is short.
5. Sugar is sweet, but vinegar is sour.
6. The days are warm, but the nights are cool.
7. The jar was full, but now it is empty.

In the first sentence, what words are adjectives?  
In each of the other sentences, what words are ad-

jectives? These adjectives—*new* and *old*; *heavy* and *light*; *hard* and *soft*; *tall* and *short*; *sweet* and *sour*; *warm* and *cool*; *full* and *empty*—have opposite meanings.

II. *Copy and learn these adjectives, which have opposite meanings:—*

long	short	large	small
old	new	well	ill
high	low	strong	weak
tall	short	alive	dead
hard	soft	ripe	unripe
rough	smooth	kind	unkind
right	left	sweet	sour
right	wrong	pretty	ugly
light	dark	shallow	deep
full	empty	clean	dirty

Read Directions for Teachers, XIII.

---

## LESSON LXXII. LETTER WRITING

I. *Write a letter to a friend, telling him about:—*

1. Yourself:—

How old you are.

Where you live.

What you do.

What your father does.

## 2. Your town : —

How large it is.

What the people do.

The country around the town.

II. *Write a letter to a friend, inviting him or her to come to your home next week. Tell about the things which you would like to do then.*

III. *Write a letter to your teacher, telling him or her what you would do if you had a thousand dollars.*

LESSON LXXIII. *THEIR AND THERE*I. *Read these sentences : —*

1. There are three birds in the tree.
2. They are building their nests.
3. There are forty boys in my school.
4. Their teacher is a man.
5. Your hat is over there on the desk.

The word *their* is a pronoun. It is the possessive form of the pronoun *they*.

The word *there* is used to begin a sentence or to show where a thing is.

II. *Copy these sentences, writing the word "their" or "there" in place of each blank : —*

1. The boys are studying . . . . lessons.
2. . . . are four eggs in the nest.

3. Is . . . . a bird in the nest?
  4. . . . were three birds on the nests.
  5. They flew away from . . . . nests.
  6. The nests are up . . . . in the tree.
- 

#### LESSON LXXIV. *TO, TWO, AND TOO*

##### I. *Read these sentences:—*

1. Gregorio went to school.
2. He saw two parrots in a tree.
3. One parrot was too young to fly.
4. He saw a large heron, too.

Where did Gregorio go? How many parrots did he see? Why could not one of the parrots fly? What else did he see?

##### II. *Copy these sentences, writing "to," "two," or "too" in place of each blank:—*

1. I paid . . . . dollars for my hat.
2. I went . . . . the market . . . . get it.
3. I think I paid . . . . much for it.
4. I bought a coat, . . . .
5. Anda has . . . . tame lizards. He likes . . . .  
feed them.
6. Teacher said, "There is . . . . much noise  
in the room."

7. I carried . . . . letters . . . . the post office.
  8. The postmaster said, "This letter is . . . .  
heavy . . . . go for . . . . cents."
- 

### LESSON LXXV. SPELLING

- I. *Copy and learn to spell these words: —*

#### NAMES OF THINGS IN THE TOWN

town	post office	hotel	theater
city	church	railroad	palace
square	cathedral	monument	sidewalk
plaza	school	cemetery	house
street	prison	market	building

- II. *Write the words from dictation.*
- 

### LESSON LXXVI. POEM

- I. *Learn this poem: —*

#### BOYS WANTED

Boys of spirit, boys of will,  
Boys of muscle, brain, and power,  
Fit to cope with anything, —  
These are wanted every hour.



Not the weak and whining drones  
Who all troubles magnify, —  
Not the watchword of “I can’t,”  
But the nobler one, “I’ll try.”

Do whate’er you have to do,  
With a true and earnest zeal;  
Bend your sinews to the task, —  
“Put your shoulders to the wheel.”

Though your duty may be hard,  
Look not on it as an ill;  
If it be an honest task,  
Do it with an honest will.

In the workshop, on the farm,  
Or wherever you may be,  
From your future efforts, boys,  
Comes your nation’s destiny.

II. *Answer these questions in statements: —*

1. What kind of boys are wanted?
2. Who wants such boys?
3. What are drones?
4. What is a watchword?
5. What are your sinews?
6. In the last line what does “your nation’s destiny” mean?

7. Do you love your country?
  8. What is a patriot? Are you going to be a patriot?
  9. When you are a man, or a woman, how will you help your country?
- 

## LESSON LXXVII. ADJECTIVES

I. *Copy these sentences:—*

1. The cat is larger than the mouse.
2. The mouse is smaller than the cat.
3. The cocoa palm grows taller than the banana tree.
4. An ocean is much larger than a lake.
5. Iron is heavier than water.
6. The night is cooler than the day.
7. There are more than twenty boys in my school.
8. I am as tall as you are.
9. My sister is not so old as I am.
10. Marta is not so young as Juan is.



II. *Copy these sentences, writing an adjective in place of each blank : —*

1. The horse is .... than a dog.
2. My pencil is .... than your pencil.
3. I am not so .... as you are.
4. Juan is .... than Maria.
5. A brook is .... than a river.
6. The sun is .... than the moon.
7. A meter is .... than a yard.
8. My baby sister is .... than I am.

Read Directions for Teachers, XIII.

---

## LESSON LXXVIII. REPRODUCTION

I. *Copy this story : —*

### THE FARMER AND HIS SONS

A farmer had seven sons, who were always quarreling. They would not be friends. They would not work together. They were never happy together.

The farmer wished to teach them to be friends. One day he called them before him. He showed them a bundle of sticks. He said, "Who can break this bundle of sticks?"

“I can,” said the oldest son. He tried, but he could not break the sticks. Then each of the other brothers tried, but not one of them could break the bundle of sticks.

Then the farmer untied the bundle and gave a stick to each son. “Now can you break the sticks?” he said. The sons easily broke them.

Then the farmer said: “If you will be happy and work together, you will be as strong as the bundle of sticks. If you quarrel, you will be weak and easily broken.”

II. *Answer these questions in statements :—*

Why were the farmer's sons not happy? What did the farmer wish to teach them? To whom did he give the bundle of sticks? Why could not the sons break the bundle of sticks? Why could they easily break them after the bundle was untied? Why is it better to work with our friends?

III. *Copy the sentences in this story that contain quotations.*

IV. *Tell the story to your teacher in your own words.*

V. *Write the story in your own words.*

LESSON LXXIX. *WHO, WHICH, THAT*I. *Read these sentences :—*

1. Who wrote on my slate?
2. Who was Magellan?
3. I met a man who told me the right road.
4. Which is your right hand?
5. Which is larger, the sun or the moon?
6. Which is your book?
7. Here is the chair on which I sat.
8. Birds and bats are animals that have wings.
9. This is the book that Anna gave me.

In the sentences is the pronoun *who* used for the names of persons or of things?

Is the pronoun *which* or the pronoun *that* used in speaking of persons or of animals and things?

*Who* is used in speaking of persons.

*Which* or *that* is used in speaking of animals and things. *Which* is sometimes used in speaking of persons; as, Which person is your mother? Which boy is your brother?

II. *Copy these sentences, writing "who," "which," "that," in place of each blank :—*

1. .... has taken my pen?
2. Is this the pen .... you lost?
3. A shoemaker is a man .... makes shoes.
4. An animal .... has two legs is a biped.

5. Boys . . . . are honest will succeed.
6. . . . . was the man on the horse ?
7. In . . . . box did you put the thimble ?
8. Here is the ball . . . . you lost.

Read Directions for Teachers, XL

---

### LESSON LXXX. WHO, WHOSE, WHOM

I. *Copy these sentences : —*

1. Who is coming down the road ?
2. Whose ball is this ?
3. To whom did you give the penny ?
4. With whom did he go to the city ?
5. Whom did you see this morning ?
6. From whom did you buy your slippers ?
7. Who sold the slippers to you ?

II. *Copy these sentences, writing "who," "whose," or "whom" in place of each blank : —*

1. . . . . is the oldest boy in your school ?
2. . . . . book are you using now ?
3. From . . . . did you get this book ?
4. I know . . . . gave this book to me.
5. I know to . . . . I shall give the book.
6. I know . . . . book it is.
7. . . . . went to school with Juan ?

Read Directions for Teachers, XL

LESSON LXXXI. COMPOSITION — PICTURE  
STUDY



I. *Answer these questions in statements:—*

How many persons are in this blacksmith's shop?  
How many men are pounding? With what are they  
pounding? What are they pounding? Where are  
the irons?

How do the men hold the irons on the anvils?  
Why do they hold the irons in the tongs? Why do  
they make the irons very hot? Where do they put  
the irons to make them hot?

Where is the fire? What do they burn in the

fire? What is the little boy doing? What are the bellows for?

What are some of the things which a blacksmith makes? Have you ever been in a blacksmith's shop? What did you see?

II. *Write the names of all the things that you see in the picture on p. 161.*

III. *Write as many sentences as you can about the blacksmith's shop.*

---

## LESSON LXXXII. REVIEW

I. *Write answers to these questions:—*

1. What pronouns may be used instead of your name?
2. What pronouns may be used instead of Pedro's name?
3. What pronouns may we use when we speak of Pedro and Juan together?

II. *Copy these sentences, writing a pronoun in place of each blank:—*

1. Juan, will .... let .... see .... book?
2. .... book is new, but .... book is old.
3. .... teacher gave .... book to ....
4. Pedro and Francisco are in .... boat.
5. .... are fishing. .... have .... nets.
6. Mother and .... are going to Maria's house.



III. Copy these sentences, writing one of these words — “is,” “are,” “was,” “were,” “have,” or “has” — in place of each blank: —

1. I am a little boy, but you .... a big girl.
2. We .... at home with our parents.
3. They .... making nets.
4. Father and I .... fishing yesterday.
5. He .... in a boat, but I .... on the land.
6. He .... a large boat, but my sister and I  
.... two little boats.

IV. Write these sentences as the teacher dictates them to you: —

A pretty dragon fly was resting on a white flower. The flower was near a small pond of muddy water. A young carabao was bathing in the water. A large heron was flying over the green fields of rice. The tall bamboos were swaying in the gentle breeze. An old woman, wearing a blue dress and carrying a small basket, was walking along the dusty road. The sky was clear and the air was hot.

V. Tell which of the words are adjectives in the sentences you have written in Exercise IV. Tell what each adjective describes.

VI. Write adjectives that may be used to describe —

- |           |          |
|-----------|----------|
| 1. a box  | 3. a man |
| 2. a tree | 4. a jar |

## LESSON LXXXIII. VERBS

I. *Read these sentences : —*

1. Herons fly.
2. Juan writes on his slate.
3. Lizards catch flies and other insects.
4. The boys played with their kites.
5. The children studied their lessons.

In these sentences which word tells what herons do? Which word tells what Juan does? Which word tells what lizards do? Which word tells what the boys did? Which word tells what the children did?

These words — *fly, writes, catch, played, studied* — tell what the persons or things do or did. They are called **verbs**. The words *is, am, are, was, were, have, has, and had* are also called verbs.

II. *Tell which words in these sentences are verbs : —*

1. The horse eats rice and grass.
2. Frogs swim, jump, and croak.
3. The hornbill loves its mate.
4. The dog growled and barked.
5. I caught five fishes and put them in a jar.
6. I carried the jar home and gave two fishes to mother.

III. *Copy these sentences, writing a verb in place of each blank :—*

- |                    |                             |
|--------------------|-----------------------------|
| 1. Horses ....     | 5. Cats .... mice.          |
| 2. The stars ....  | 6. Men .... rice.           |
| 3. Mosquitoes .... | 7. Birds .... nests.        |
| 4. Birds ....      | 8. Boys .... their lessons. |

IV. *Write sentences, using these verbs :—*

- |         |           |           |
|---------|-----------|-----------|
| 1. made | 3. writes | 5. bought |
| 2. goes | 4. ran    | 6. sold   |

Read Directions for Teachers, XII. Review Lessons XXVI, XXVII, L, LI, Part I.

---

## LESSON LXXXIV. PRESENT, PAST, FUTURE

I. *Write these sentences :—*

1. I am writing now.
2. I was writing yesterday.
3. I shall write to-morrow.
4. Martino is reading now.
5. He was reading yesterday.
6. He will read to-morrow.
7. We have three pens now.
8. We had four pens yesterday.
9. We shall have two pens to-morrow.

Which of these statements refer to “now,” or the present time? The words *am*, *is*, *are*, and *have* are used when we speak of the present time.

Which of these sentences refer to “yesterday,” or past time? What are the verbs in each of these sentences? The words *was*, *were*, and *had* are used when we speak of past time.

Which of these sentences refer to “to-morrow,” or future time? What is the verb in each of these sentences? We use *shall* or *will* when we speak of future time.

## II. Read and learn these pronouns and verbs :—

Present	Past	Future
I am going	I went	I shall go
We are going	We went	We shall go
He is going	He went	He will go
You are going	You went	You will go
They are going	They went	They will go
I am walking	I walked	I shall walk
We are walking	We walked	We shall walk
You are walking	You walked	You will walk
He is walking	He walked	He will walk
She is walking	She walked	She will walk
It is walking	It walked	It will walk
They are walking	They walked	They will walk

With what pronouns is *shall* used? With what pronouns is *will* used?

LESSON LXXXV. *SHALL* AND *WILL*

I. *Read these sentences: —*

1. I shall go to school to-morrow.
2. Shall I see you at school?
3. We shall sit at the same desk.
4. Shall we read from the same book?
5. He will not go to school to-morrow.
6. Will she carry the baby?
7. Will it cry?
8. They will hurry home.
9. Will you help carry this basket?

In these sentences, with what pronouns is *shall* used? With what pronouns is *will* used?

II. *Copy these sentences: —*

1. "Who will bake the corn cakes?" said the little red hen.
2. "We will," said the cat, the dog, and the pig.
3. Who will carry the basket? I will.
4. When will you come to see me?
5. I will come to-morrow evening.
6. I will help you gather the rice.

In these sentences *will* is used with *I* and *we* to make promises or to express determination.

III. *Copy these sentences, writing "shall" or "will" in place of each blank: —*

1. We .... go to the city to-morrow.
  2. To-morrow .... be Saturday.
  3. We .... have a holiday.
  4. There .... be no school.
  5. .... you go with us?
  6. Yes, I .... go with you.
  7. .... you carry a bundle for me?
  8. Yes, we .... carry it for you.
- 

#### LESSON LXXXVI. REPRODUCTION

I. *Read these sentences: —*

##### INDIGO

The indigo plant grows only a few feet high. It grows best near rivers and streams from the mountains. The plant grows wild in many islands in the Philippines. In some places it is cultivated like rice, corn, and sugar cane.

After the ground has been plowed, the seed is sown. When the plants are a month old, all the weeds are taken from the ground. When the flowers come, the plants are cut.

They are hauled to the place where the indigo is made, and put in large vats. The vats are filled with water. Fires are made under the vats, and the water is made warm.

The warm water takes the indigo from the stems and leaves. The plants are in the warm water one or two days. Then they are taken out, and the indigo is left in the water. It is white.

Then the water is put in another vat. It is stirred until all the indigo in the water becomes blue. After the water in the vat is still for some time, the indigo goes to the bottom of the vat. The water is taken away. The indigo is dried and sold.

It is used for dyeing cloth, in washing, and in many other ways.

II. *Answer these questions in statements:—*

1. Where does the indigo plant grow?
2. How is it cultivated?
3. When is it gathered?
4. How is the indigo taken from the plant?
5. For what is indigo used?

III. *Write in your own words all you can about indigo.*

LESSON LXXXVII. *SEE, SAW, SEEN*

I. *Copy these sentences : —*

1. I see my teacher.
2. He sees me.
3. I saw him yesterday.
4. I have seen him every day this week.
5. He has seen me every day this week.
6. Did you see the hornbill's nest?
7. Yes, I saw its nest in a large tree.
8. Have you ever seen a hornbill?
9. No, I have never seen a hornbill.

II. *Copy these sentences, writing "see," "sees," "saw," or "seen" in place of each blank : —*

1. Can you .... your teacher?
2. He .... you now.
3. Did they .... Felipe?
4. Yes, they .... him sitting under a tree.
5. Have you ever .... the north star?
6. Yes, I have .... it.
7. Have the girls .... the new flag?
8. Has your father .... your letter?
9. Yes, he .... it yesterday.



## LESSON LXXXVIII. FORMS OF VERBS

I. *Copy these sentences :—*

1. I write on my slate.
2. I am writing on my slate now.
3. I wrote on my slate yesterday.
4. I was writing on my slate yesterday.
5. I did write on my slate.
6. I have written on my slate.
7. I shall write on my slate to-morrow.

II. *Use these verbs in statements :—*

flies	ride
flew	rode
is flying	is riding
will fly	was riding
did fly	were riding
will not fly	will ride
was flying	shall ride
were flying	did not ride

III. *Write sentences using these verbs :—*

- |               |                  |
|---------------|------------------|
| 1. plays      | 5. have played . |
| 2. is playing | 6. can play      |
| 3. will play  | 7. cannot play   |
| 4. played     | 8. were playing  |

## LESSON LXXXIX. COMPOSITION

I. *Answer these questions in statements : —*



1. What is this man doing?
2. Where is he plowing?
3. Why is he plowing?



4. What will he plant ?
5. Why is the ground wet and muddy ?
6. What are the parts of a rice field called ?
7. What are the people in the lower picture on page 172 doing ?
8. Are they planting rice grains or rice plants ?
9. Where did the little rice plants grow ?
10. In what months is the rice planted ?



11. In what months is the rice gathered ?
12. How is it gathered ?
13. How is the rice thrashed ?
14. What is done with the straw ?
15. For what is rice used ?

II. *Write in your own words a composition, telling what you know about rice.*

Read Directions for Teachers, II, III.

LESSON XC. *GO, WENT, GONE*I. *Copy these sentences:—*

- |              |                     |
|--------------|---------------------|
| 1. I go.     | 6. He went.         |
| 2. He goes.  | 7. I have gone.     |
| 3. She goes. | 8. She has gone.    |
| 4. We go.    | 9. We have gone.    |
| 5. They go.  | 10. They have gone. |
11. The boys went away an hour ago.  
12. They have gone to the market.  
13. He has gone to get the water.  
14. She went away. She has gone.

II. *Copy these sentences, writing "go," "went," or "gone" in place of each blank:—*

1. Did you .... for a pair of scissors?  
2. No, I .... for a thimble.  
3. Father .... away this morning.  
4. He has .... to the city.  
5. Mother has .... to the market.  
6. .... slowly down this hill.  
7. Maria has .... for her doll.  
8. Has Maria .... for her doll?  
9. Have they .... to catch fish?  
10. Where did they ....?

LESSON XCI. SOME WORDS THAT SOUND  
ALIKE

I. *Copy these sentences : —*

**Here Hear**

1. Here is a fan.
2. I did not hear what you said.

**Steal Steel**

3. My knife is made of steel.
4. Steel is harder than iron.
5. The boy did not steal my knife.
6. He did steal my pen.

**Piece Peace**

7. Please give me a piece of your cake.
8. My top is made of one piece of wood.
9. The war is over and now we have peace.

**Meet Meat**

10. Did you meet a man on the road?
11. Yes. He was carrying a piece of meat.

**Would Wood**

12. Would Juan like to ride in my boat?
13. The boat is made of wood.

**Write Right**

14. I can write with my right hand.
15. We should always do right.

**II. Words that have more than one meaning : —****Left Left**

1. I left my book at home.
2. I cannot write with my left hand.

**Like Like**

3. I like to eat mangoes.
4. Mangoes do not taste like bananas.

**Light Light**

5. Will you light the lamp?
6. The lamp gives light.

**Hard Hard**

7. We like to work hard.
8. Steel is very hard.

**Ground Ground**

9. The corn plant grows in the ground.
  10. The grains of corn are ground into meal.
-

## LESSON XCII. COMPOSITION

I. *Answer these questions in statements : —*

1. What kind of tree is this ?
2. Where does the cocoanut tree, or the cocoa palm, grow ?
3. Where are the leaves on a cocoa palm ?
4. Where do the nuts grow ?
5. Do many nuts grow on each tree ?
6. For what are the nuts used ?
7. What is copra ?
8. How is it made ?
9. For what is it used ?
10. How is cocoanut oil made ?
11. For what is it used ?
12. Do you know for what the cocoanut shells are used ?
13. For what are the husks of the cocoanut used ?
14. For what are the stem and the leaves used ?
15. Do you like the milk of the cocoanut ?
16. Do you know what tuba is ?
17. How is it made ?



II. *Write a composition, telling what you can about the cocoa palm and its uses.*

## LESSON XCIII. WORDS THAT TELL HOW

I. *Copy these sentences :—*

1. A man spoke kindly to me.
2. He walked slowly away.
3. The boy ran quickly after him.
4. Marta writes well.
5. The wind blows strongly.

In the first sentence what word tells how the man spoke? In the next sentence what word tells how he walked? How did the boy run? What word tells how Marta writes? How does the wind blow?

II. *Copy and learn to spell these words, which tell how :*

slowly	well	fast
quickly	easily	neatly
quietly	wisely	carelessly
gently	bravely	kindly
loudly	carefully	respectfully

III. *Copy these sentences, writing some word that tells how in place of each blank :—*

1. The river flows ....
2. Some birds can fly very ....
3. I can .... learn this lesson.
4. Your lesson was .... written.
5. We should speak .... to old people.



## LESSON XCIV. WORDS THAT TELL WHEN

I. *Read these sentences :—*

1. I often go to see Uncle Nicolas.
2. I never go to the city.
3. Father was not at home yesterday.
4. He came home early last night.
5. He will soon be here.
6. Maximo came late to school.

In the first sentence what word tells when I go to see Uncle Nicolas? When do I go to the city? When was father not at home? When did he come home? When will he be here? When did Maximo come to school?

II. *Copy these words, which tell when :—*

soon	always	often	yesterday
late	never	to-day	to-morrow

III. *Copy these sentences, writing in place of each blank a word that tells when :—*

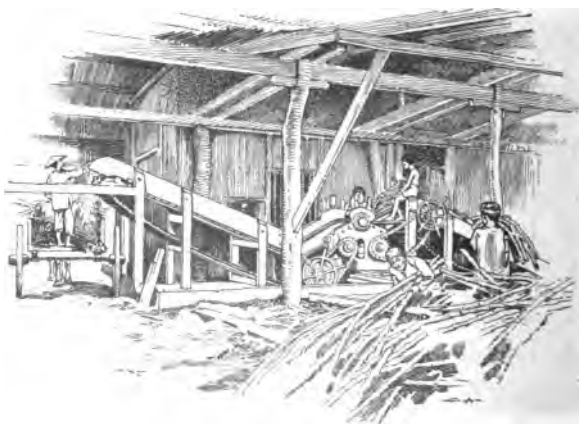
1. I will go to the market ....
2. I .... eat rice for my breakfast.
3. You should .... speak the truth.
4. Mother is pounding rice ....
5. Dinner will be ready ....
6. Little children should go to bed ....

## LESSON XCV. COMPOSITION

I. *Answer these questions in statements:—*



1. What are these men doing?
2. In what months is the sugar cane cut?



3. When is it planted ?
4. How is it planted ?
5. On what kind of land does it grow best ?
6. How tall does it grow ?
7. What are the men in the second picture doing ?
8. Why is the sugar cane crushed ?
9. What is done with the crushed sugar cane ?



10. Where is the juice put ?
11. How is the juice made into sugar ?
12. Into what is the sugar first put ?
13. What color is new sugar ?
14. Have you ever seen white sugar ?
15. For what is sugar used ?
16. How is molasses made ?
17. For what is molasses used ?

II. *Write a composition, telling all you can about making sugar.*

## LESSON XCVI. NEGATIVES

I. *Copy these sentences : —*

1. I do not know your name.
2. I have never been to Manila.
3. I have no book in my hand.
4. I do not have a book in my hand.
5. Did you ever see an ant lion?
6. No, I never saw one.
7. I have neither a pen nor a pencil.
8. Fishes have neither legs nor wings.
9. Some people can neither see nor hear.

II. *Copy these sentences, writing "no," "not," "never," "neither," or "nor," in place of each blank : —*

1. I can .... see the firefly.
2. Have you .... mangoes?
3. That boy has .... a hat .... a coat.
4. He has .... a book .... a slate.
5. He has .... been to school.
6. He does .... know how to read.
7. He has .... home.
8. Filipe did .... use his eyes.
9. He had .... seen a praying mantis.
10. He .... saw a tadpole .... an ant lion.

## LESSON XCVII. REPRODUCTION



I. *Read this story:—*

THE KING AND THE CAKES

A king was hiding in the house of a poor woman. His enemies wanted to kill him. They were hunting for him. He was dressed like a poor man. The woman did not know him.

She had some cakes in an iron dish over the fire. She said to the king, "Do not let the cakes burn while I am gone." Then she went out of the house to feed the chickens.

The king was planning how he could return to his people. He forgot about the

cakes and they were burned. They were not good to eat. The woman said: "You are a very lazy, careless man. You would be very glad to eat the cakes if they were not burned."

The king said to himself, "If I cannot keep a few cakes from burning, how can I take care of all my people?"

- II. *Write this story as your teacher dictates it to you.*
- III. *Tell and then write the story in your own words.*

#### LESSON XCVIII. LETTERS

- I. *Copy this letter:—*

Lingayen, Pangasinan, P. I.,  
March 25, 1904.

American Book Co.,  
100 Washington Sq.,  
New York, U.S.A.,

Dear Sirs:—

I inclose a post-office money order for two dollars and fifty cents (\$2.50) for which please send me by mail

Barnes' History of the United States.  
Baldwin's Third Reader.

Very respectfully,

José Ramiro.

II. *Write a letter to a newspaper in Manila, inclosing a money order for one year's subscription :—*

III. *Write a letter to the governor of your province, who wishes a clerk in his office. Tell him :—*

1. That you wish the position.
2. In what schools you have studied.
3. What subjects and books you have studied.

Review Lessons, XXIII, LXXII, Part II.

---

## LESSON XCIX. REVIEW

I. *Tell which words are nouns in the story in Lesson XCVII.*

II. *Write sentences using these verbs :—*

- |                 |                 |
|-----------------|-----------------|
| 1. are speaking | 4. has gone     |
| 2. does not run | 5. were flying  |
| 3. have seen    | 6. have written |

III. *Tell which words are verbs in the statements about "Indigo" in Lesson LXXXVI.*

IV. *Write questions using these nouns :—*

- |        |       |       |
|--------|-------|-------|
| bird's | bird  | boys' |
| birds' | birds | boy's |

V. *Write statements telling the names of—*

1. Five kinds of fruits.
2. Three uses of the cocoanut.
3. Five useful animals.

VI. *Write these sentences as your teacher dictates them to you : —*

1. Sotero, where are you going ?
2. Potatoes, tomatoes, melons, and beans are called vegetables.
3. Mrs. M. L. Reyes lives at 27 School Street, Bacolor, Pampanga, P. I.
4. Last night I was reading the story of "The Monkey and the Crow."

VII. *Copy these sentences, writing an adjective in place of each blank : —*

1. An .... man was carrying a .... box.
2. Some .... clouds were in the .... sky.
3. The flower was .... and ....
4. My .... hat was stolen by a .... boy.
5. The .... boy was wearing a .... shirt.

VIII. *Copy these sentences, writing a word that tells how, when, or where in place of each blank : —*

1. I can .... write this lesson.
2. I shall write it .... and ....
3. The bird flew .....
4. I .... drink coffee at breakfast.
5. I sat ....., but the boy stood ....



## DIRECTIONS FOR TEACHERS

**I. Before teaching any lesson read carefully the Directions for Teachers to which you may be referred.**

**Teach one thing at a time. Correct one error at a time.**

**Require pupils to use words correctly in speaking before they use them in writing.**

**See that every pupil understands exactly what he is to do before allowing or asking him to do it.**

**Use Part I with the Insular Second Reader, and Part II with the Insular Third Reader.**

**II. Conversations.** — Have conversations with each lesson in reading, spelling, writing, arithmetic, geography, history, or nature study.

**Require the pupils always to give answers in statements or complete sentences.**

**Teach the pupils how to ask questions.**

**Have some oral exercise before asking the pupils to write the exercises in any lesson. See that they understand each word, know how to answer the questions, to fill the blanks, etc., by having them answer some of the questions and fill some of the blanks orally.**

**Frequently, either in connection with these lessons or as a general exercise for your whole school, have conversation lessons about going to school, going to town, buying and selling, etc., as in Lessons XI, XX, XXI, etc., in Part I. Have the pupils ask each other these questions and answer them. Have them play going to school, going to the market, etc.**

In Part II have conversation with each Dictation, Reproduction, and Composition.

**III. Written Work.** — Before asking pupils to do any written work, first see that they understand what is to be done. Show them how to do what is required.

Require all written work to be carefully and neatly done. Show the pupils how to arrange their work on their slates or papers.

Correct one error at a time, and only those things that have been taught. Talk with the pupils about each correction made. Give the pupil an opportunity to do better by rewriting. Praise careful work.

Read the directions under "Dictations," "Reproductions," "Picture Study," and "Letter Writing."

Before asking pupils to write compositions, ask questions about the pictures or about the topic. Give any additional information you can. Get the pupils interested in the subject. Then ask them to write. Correct the compositions yourself. See that the corrections are understood before the pupils rewrite. Put the best compositions where all the pupils may see them.

**IV. Dictations.** — First have the pupils read the sentences for dictation. Explain the new words. Talk about the subject.

Have the pupils read and answer the questions given in the book. Then copy the sentences. In Lesson XIII, Part I, show the pupils a real plant, and talk about it. In Lesson XXV have a real corn plant, grains of corn, ears of corn; plant the grains and let the pupils see how they grow. Try to have the pupils see the things that they are writing about.

Dictate a sentence at a time, not word by word.

Have the pupils exchange papers and correct from the book. Have some pupils write their dictations on the blackboard. Have other pupils criticise and make corrections.

**V. Reproductions.** — Have the pupils read the story, answer questions about it, tell the story in their own words, and write it in their own words. In reproducing a story they should not be allowed to look at their books. Be sure that they can spell all words and can reproduce the story orally before allowing them to try to write it.

**VI. Picture Study.** — In each of the lessons on Picture Study, have the pupils (1) tell and spell all the names of the things in the picture ; (2) answer and ask questions about the picture ; (3) tell connectedly the story of the picture.

Give each pupil an opportunity to use his imagination in making up stories about a picture. Sometimes have the pupil write out his own story from a picture before helping him with questions.

**VII. Letter Writing.** — Have the pupils copy the letters given in Lesson LXI, Part I, and in the Insular Second Reader.

Have the pupils learn where to put the dates and how to begin and end a letter.

Have them make envelopes and write short letters to their friends and parents, and put some of them in the post office. Have some of the pupils in your school write to pupils in other schools, or towns, or provinces. Do this also in connection with Geography.

**VIII. Poems.** — Have the pupils read the poem. Ask questions about it. See that the pupils understand new words and phrases.

Explain the general meaning of the poem, and have the pupils tell about it in their own words. Then have the pupils copy and recite it. Poems should frequently be repeated.

**IX. Spelling.** — Have the pupils learn to spell all new words.

Have them spell from dictation both orally and in writing. Teach them to spell orally by syllables. Call attention to silent letters. Difficult words should often be reviewed.

Have the pupils learn to spell words in lists ; as, the names of all the things at home, at school, on the road, etc. Use these exercises to teach new words.

**X. Nouns.** — Teach the names of things, as far as possible, directly from the objects.

Teach the names of objects in groups ; as, the names of birds, of animals, of plants, of things that fly, of things that swim, of things in the town, etc. Extend these exercises in both the oral and written lessons to include the names of all the common things that the pupil may see about him. Often ask him to tell you these names.

Teach also the names of parts of things, as in Lesson XLVI, Part II.

Teach pupils to tell what things are for, as in Lesson XVII, Part II ; what things are made of, as in Lesson VIII, Part II.

To teach one and more than one, or singular and plural, show the pupil a hat and have him tell what he sees. Then show two hats and tell what he sees. Get the correct pronunciation of plurals. Draw objects and have the pupils write the names as in Lessons VI and VIII,

Part I. Write lists of singular nouns and ask the pupil to tell and write the plural forms, Lesson XXIII, Part I.

**XI. Pronouns.** — Teach the pupils how to use pronouns correctly with *is, am, are, was, were, has, and have*, as given in the lessons on these words.

Require pupils to use *who* and *which* (Lesson LXXIX, Part II) in asking questions. Turn to Lesson LV, Part II, and have the pupils tell who each worker is; as, The carpenter is a man who builds houses and makes other things of wood.

Require the pupils to use these words, *who, whose, whom*, (Lesson LXXX, Part II). Give a boy a book. Ask another pupil, Who has the book? Whose book is it? To whom did I give the book? etc. Teach the right use of these words by practice in speaking and writing and not by rules.

**XII. Verbs.** — In teaching verbs, have the pupils act; as, write, read, walk, run, etc., and tell what they do, are doing, can do, did, and have done, as in Lessons XXVI, XXVII, L, LI, in Part I, and Lessons LXXXIII, LXXXIV, LXXXV, XC, in Part II. Have the pupils tell what animals, insects, etc., can do. Have them tell what animals can fly, or run, or jump, etc., Lesson XXVI, Part I.

**Is and Are.** In teaching these words, use objects and drawings, as in Lesson VIII, Part I. Teach *Here is, Here are, There is, There are, There was, and There were*, in the same way.

**Has and Have.** First teach the pupils to use these words correctly in speaking of objects and persons, and with pronouns. Teach the use of these words also with singular and plural nouns as in Lesson XLVIII, Part I.

*Do* and *Does*. Have pupils walk, run, speak, draw, etc., and tell what *I do* and what *The boy does*, etc., as in Lesson XXXV, Part I. A pupil may act and the other pupils write statements telling what he does.

**XIII. Adjectives.** — Teach adjectives from objects. Have a long stick, a short stick, a rough stone, a smooth stone, etc., and have the pupils learn the words long, short, rough, smooth, etc., by looking at, by feeling, and by tasting objects.

Have the pupils describe their hats, hands, and other familiar things. Have them name all the words that may be used to describe objects or persons, as suggested in Lesson LXVIII, Part II.

Use adjectives in groups as opposites, as in Lesson LXXI, Part II. Illustrate the adjectives by objects and drawings.









